

**THE QUALITY OF THESIS ABSTRACT WRITTEN BY
UNDERGRADUATE STUDENTS OF ENGLISH
DEPARTMENT OF IAIN PALANGKA RAYA**

THESIS



BY

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FACULTY OF TEACHER TRAINING AND EDUCATION
LANGUAGE EDUCATION DEPARTMENT
STUDY PROGRAM OF ENGLISH EDUCATION
1440 H/2018M**

**THE QUALITY OF THESIS ABSTRACT WRITTEN BY
UNDERGRADUATE STUDENTS OF ENGLISH
DEPARTMENT OF IAIN PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
For the degree of *Sarjana* in English Language Education



BY

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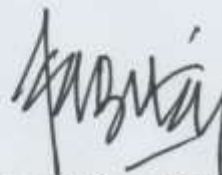
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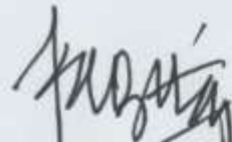
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MOTTO AND DEDICATION

.....وَمَنْ جَاهَدَ فَإِنَّمَا يُجَاهِدُ لِنَفْسِهِ.....

“Whoever takes it seriously, in fact it is for his own good”

(Q.S Al-Ankabut: 20)

This Thesis is dedicated to:

My beloved father, Abdurahman and Mrs. Hapipah, for their endless prayers, sacrifices and support. My dear sisters, Nurhalimah and Mita. Those who support me. my comrades who have been encouraging and accompanying me all this time.

DECLARATION OF AUTHORSHIP

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, 15th October 2018

Yours Faithfully,




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ABSTRACT

Nurhasanah. (2018). *The Quality of Abstract Written By Undergraduate Students' Of English Department Of IAIN Palangkaraya* Unpublished Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) HJ. Apni Ranti, M. Hum; (II) Akhmad Ali Mirza, M. Pd.

Keywords: *Translation, Abstract Thesis, Structure of Thesis Abstract, Quality of Abstract.*

Abstract is one of the important parts in one research due to the fact that it is a kind of short condensed text that represents the whole text. As one research consists of some aspects such as introduction, objective, methodology, result / discussion, and conclusion.

In connection with this background, this research was conducted in order to find out the structure format of the abstract thesis, the number of paragraphs abstract and the quality of abstract thesis written undergraduated students of English Department at IAIN Palangka Raya from the aspects of accuracy, acceptability and readability.

The research design applied in this study was qualitative designed and the type of study is focused on content analysis. Then, there were two data sources in this research, namely document written and 2 raters. The written documents are abstract thesis 30 from students' year 2013 of English department who graduate on 2017 at IAIN Palangkaraya. The second data source was from the assessment two raters appointed as resource to provide information in relations to the accuracy, acceptability and readability of abstract texts. The assessment results from the Raters were then used as tools /instruments to analyze data and discussion.

The findings showed that (1) writing a thesis abstract structure of 30 (thirty) abstract texts is only 6.66% or 2 (two) abstract texts with the category less good then 28 abstract texts or 93.33% categorized as not good because it is less than the five abstract structures that should be. (2) Assessment of the quality of thesis abstract text based on the level of accuracy, acceptability and legibility. After assessment by the two raters and get the final score of 1.60 or 70% of the thesis abstract text written by students of 2013 who graduated in 2017 majoring in English language education still not good the quality of the translation.

Based on the findings and discussion, it can be concluded that the format of writing abstract thesis text was quite diverse, both in the number of paragraphs and abstract structures. Furthermore, it was known that the final result of the translation text mean value in relation to the accuracy aspect and the readability of the abstract thesis text is a value of 1.51-2.50. This means that in general the quality of the translation of the abstract thesis text was stated as less accurate and less understood. Finally, the relationship with the acceptance of the abstract thesis text 86.66% or the mean value of 1.00- 1.50 is categorized as less than acceptable.

ABSTRAK

Nurhasanah. (2018). Kualitas Abstrak Skripsi yang Ditulis oleh Mahasiswa Sarjana Jurusan Bahasa Inggris dari IAIN Palangka Raya. Skripsi tidak diterbitkan. Jurusan Pendidikan Bahasa, Fakultas Taribiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) HJ. Apni Ranti, M. Hum; (II) Akhmad Ali Mirza, M. Pd.

Keywords: *Terjemahan, Abstrak skripsi, Struktur dari Abstrak skripsi, Kualitas Abstrak.*

Abstrak merupakan salah satu bagian penting dalam sebuah penelitian karena abstrak merupakan teks singkat yang mewakili keseluruhan isi yang dipadatkan. Karena sebuah penelitian tersusun atas aspek-aspek seperti pendahuluan, tujuan, metodologi, hasil / pembahasan, dan simpulan.

Sehubungan dengan latar belakang tersebut, penelitian ini dilakukan untuk mengetahui struktur abstrak dan jumlah paragraf dan kualitas hasil terjemahan teks abstrak skripsi dari aspek keakuratan, keberterimaan, dan keterbacaannya.

Desain penelitian yang digunakan dalam penelitian ini adalah desain kualitatif dan jenis penelitian difokuskan pada analisis konten. Kemudian, ada dua sumber data dalam penelitian ini, yaitu dokumen tertulis atau arsip, dan 2 informan (rater). Dokumen-dokumen tertulis adalah 30 teks abstrak dari siswa tahun 2013 yang telah lulus pada tahun 2017 dari Program Studi Pendidikan Bahasa Inggris. Sumber data kedua adalah dua rater yang ditunjuk sebagai sumber daya untuk memberikan informasi dalam kaitannya dengan keakuratan, keberterimaan, dan keterbacaan teks abstrak. Hasil penilaian dari Penilai digunakan sebagai alat / instrumen untuk menganalisis data dan diskusi.

Hasil temuan menunjukkan bahwa (1) penulisan struktur abstrak skripsi dari 30 (tiga puluh) teks abstrak hanya 6.66% atau 2 (dua) teks abstrak dengan kategori kurang baik kemudian 28 (dua puluh delapan) teks abstrak atau 93.33% termasuk kategori tidak baik karena kurang dari kelima struktur abstrak yang seharusnya. (2) Penilaian kualitas teks abstrak skripsi berdasarkan pada tingkat keakuratan, keberterimaan dan keterbacaan. Setelah dilakukan penilaian oleh kedua rater dan mendapatkan nilai akhir 1.60 atau 70% teks abstrak skripsi yang ditulis oleh mahasiswa angkatan 2013 yang lulus pada tahun 2017 jurusan pendidikan bahasa inggris masih kurang baik kualitas terjemahannya.

Berdasarkan hasil temuan dan pembahasan, dapat disimpulkan bahwa format penulisan teks abstrak skripsi cukup beragam, baik dalam jumlah paragraf maupun struktur abstraknya. Selanjutnya, diketahui bahwa hasil akhir nilai rerata teks terjemahan sehubungan dengan aspek keakuratan, dan keterbacaan teks abstrak skripsi adalah dengan nilai 1.51-2.50. Ini berarti bahwa secara umum kualitas terjemahan teks abstrak skripsi dinyatakan, Kurang Akurat dan Kurang Bisa Dipahami. Terakhir, hubungan dengan keberterimaan teks abstract skripsi 86.66% atau rerata nilai 1.00-1.50 dikategorikan tidak berterima.

ACKNOWLEDGMENTS

The writer would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. Sholawat and Salam always are bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

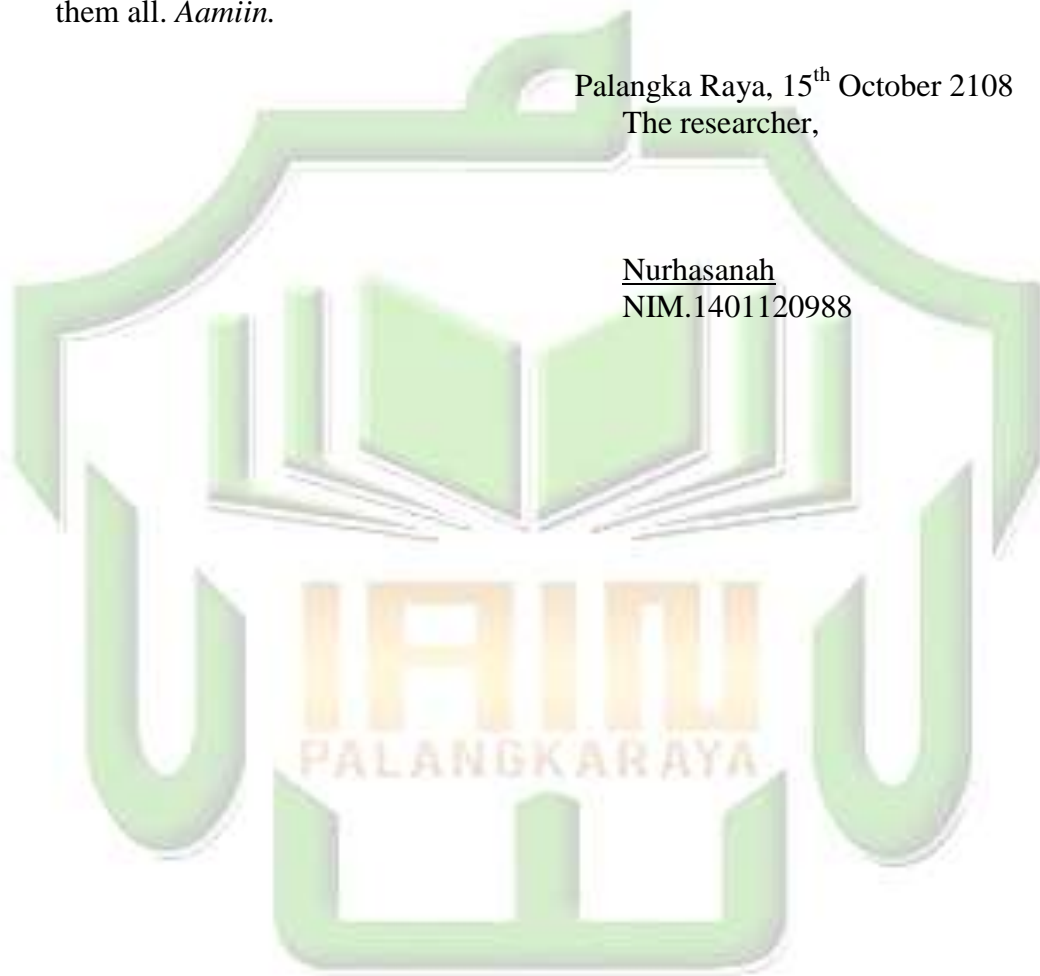
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2. Vice Dean in Academic Affairs, Dra. Hj. Raudhatul Jennah, M. Pd., for her invaluable assistance both in academic and administrative matters.
3. Chair and Secretary of Language Department, Santi Erliana, M. Pd., for her invaluable assistance both in academic and administrative matters.
4. Chair of English Study Program, M. Zaini Miftah, M. Pd., for his invaluable assistance both in academic and administrative matters.
5. Her thesis advisors, Hj. Apni Ranti, M. Hum., and Akhmad Ali Mirza, M.Pd., for their generous advice, valuable guidance and elaborated correction during the completion of her thesis.
6. Both the members of the board of examiners, for their corrections, comments and suggestions which are profitable to the accomplishing of this thesis.
7. All lecturers of Study Program of English Education from whom she got in-depth knowledge of English and English teaching.

8. Her classmates of Study Program of English Education, especially the 2014 period, for the support in sadness and happiness during the study in undergraduate program and for their spirits to accomplish her study.
9. Her beloved parents, Abdurahman and Hapipah, for their moral support and endless prayer so that she is able to finish her study. May Allah SWT bless them all. *Aamiin.*

Palangka Raya, 15th October 2108
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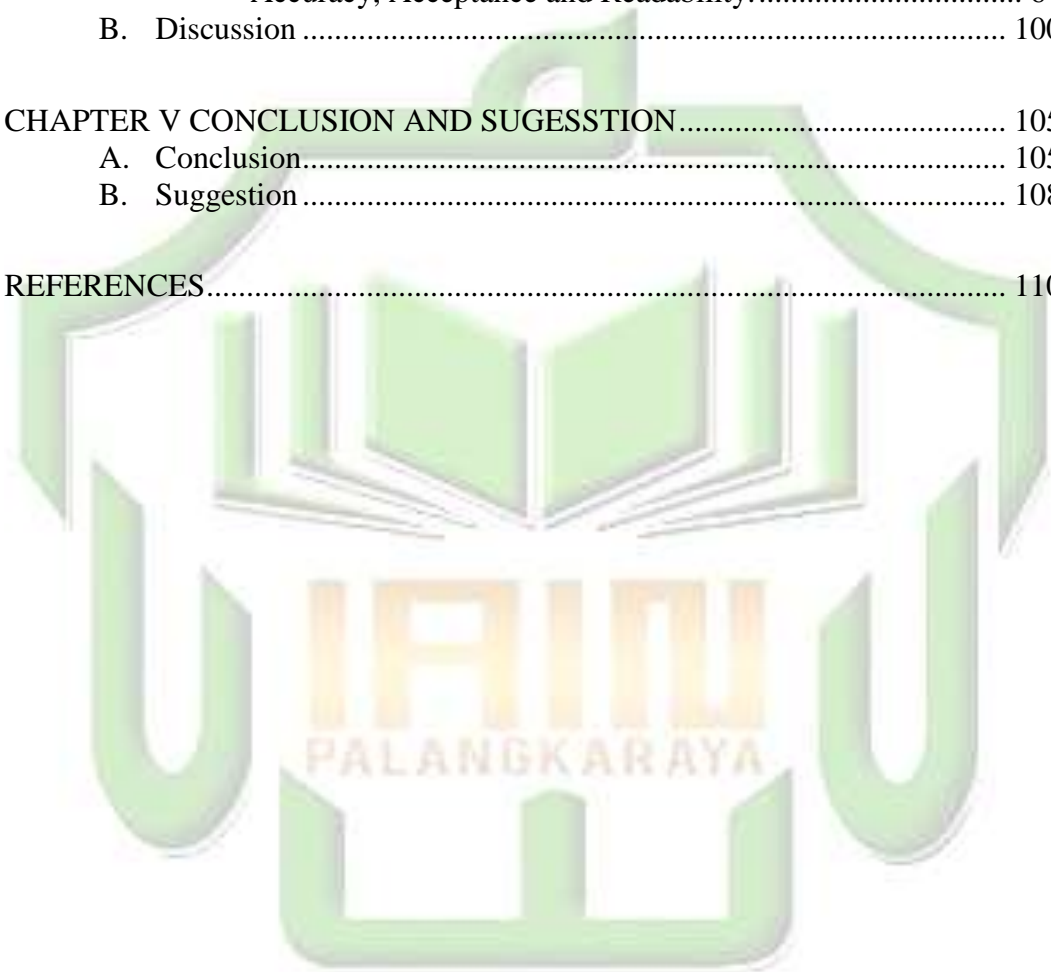
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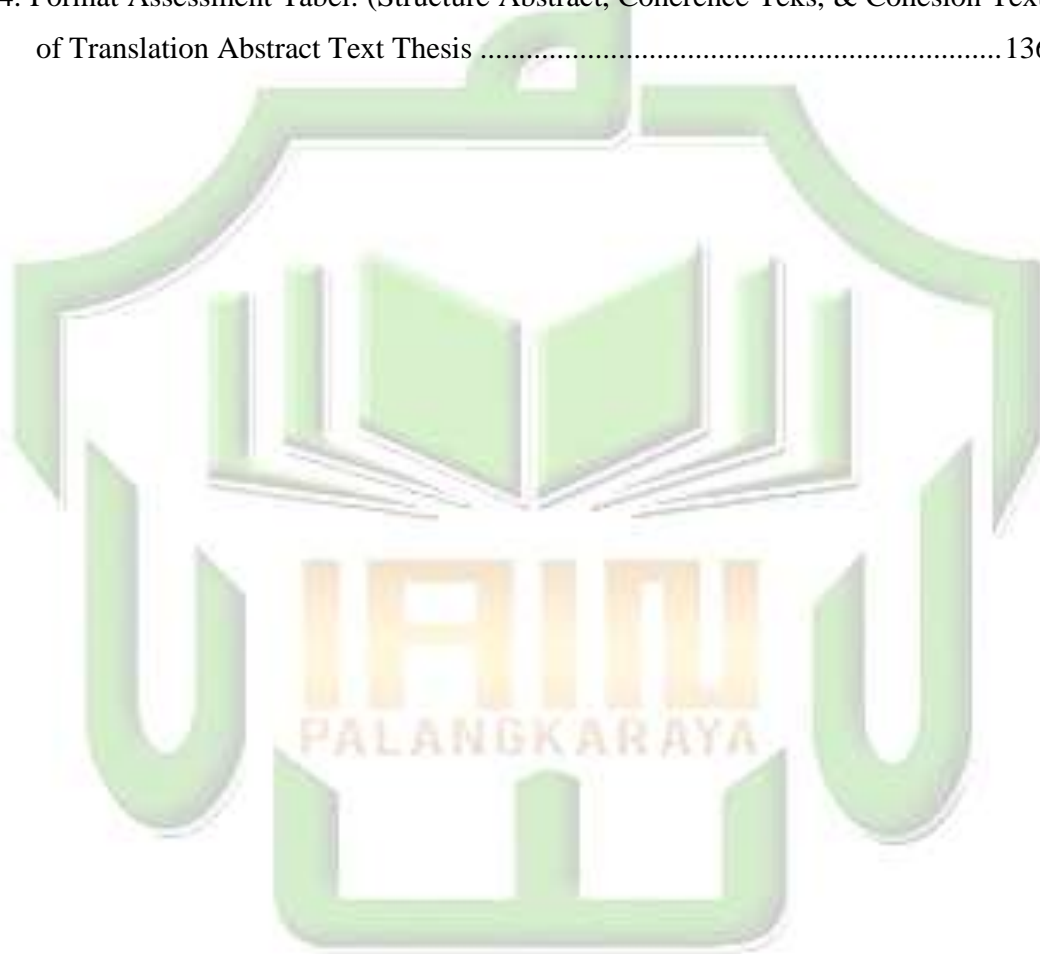


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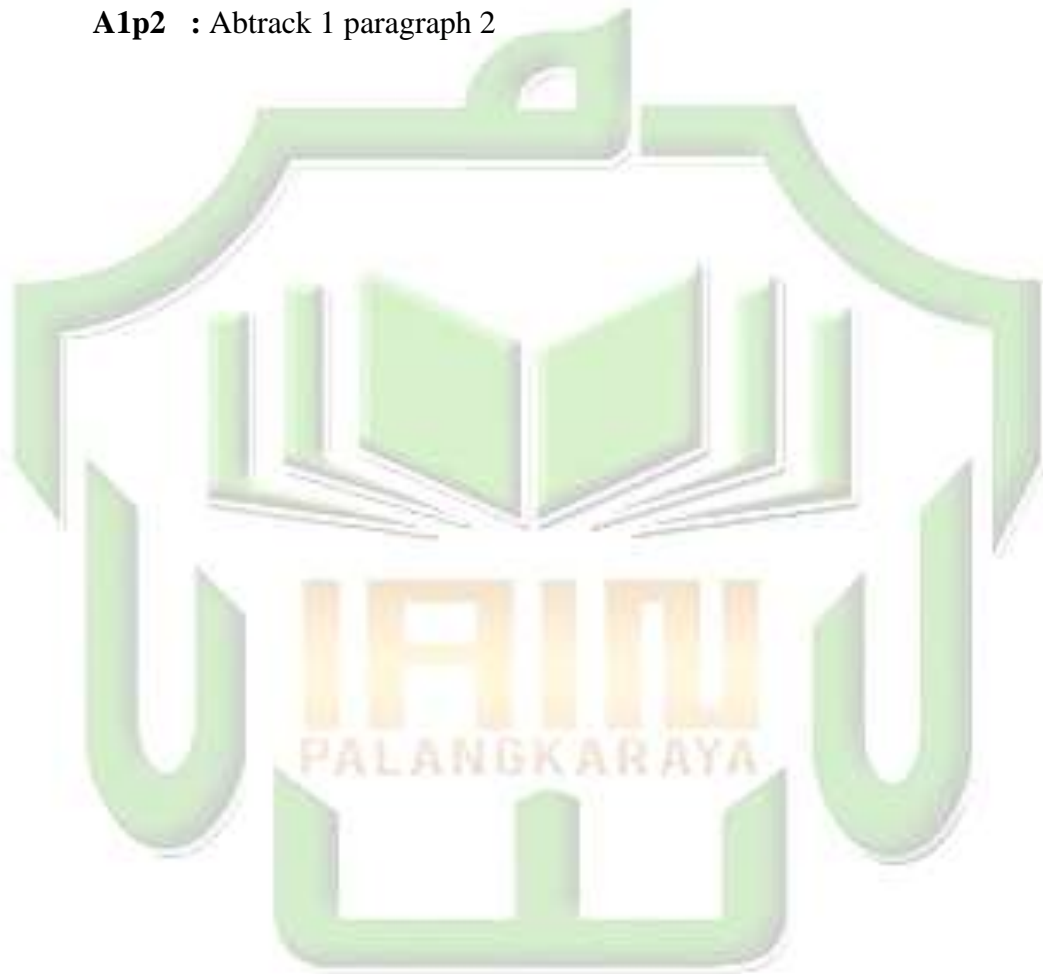
LIST OF ABBREVIATIONS

SL : Source Language

TL : Target Language

UG : Undergraduate

A1p2 : Abtrack 1 paragraph 2



CHAPTER I

INTRODUCTION

A. Background of the Study

In the world, language is the main tool for communication in everyday both for the benefit of the individual and the social environment. Language is not only in oral form, the language is also used in the form of writing. One's thinking will surely gain recognition when it is written so that others who read will know what a writer wants to convey. Basically all human activities will be closely related to the language. Whether just conversing with friends, or in formal activities like school, college even in work.

According Keraf (1994, p. 1) provides a sense of language as a means of communication between members of the public in the form of sound symbols produced by human speech utensils. Language also includes two fields, namely vowel sound and meaning or meaning. Language as a vowel sound means something produced by a human speech device in the form of sounds that are vibrations that stimulate the hearing aid.

While the function of language according to Mahmudah and Ramlan (2007, p. 2-3) is a means of communication among members of the Indonesian community. Language also shows the difference between one speaker and another, but each still binds the group of speakers together so as to adapt to the customs and habits of the people.

In addition, the function of language also symbolizes a particular thought or idea, and also symbolizes feelings; willingness can even symbolize a person's behavior.

English is an international language that is often used by all people in the world. The first language that people often used when they go to a region or other countries is English language. English is a language that needs to be mastered by someone in human communication.

Hardjono (2001, p. 25) states that English is an International language. So, it becomes the most widely used language in the world. We can view the position of English as an international language with the presence of speakers of anglofon (speakers of English) spread across five Continents. English is not only used by speaker's anglofon, but used by the world community in particular a society that tends to be modern. This is also due the existence of various advantages in English, Including the wealth of his idiom (special expression), more than varied and always evolving than other European languages.

English is not only as a tool for speaking but is often also used in writing books, magazines, newspapers, scientific papers or research results. In the scientific writing research, there are many examples namely journal, thesis, and dissertation. The English language used in writing abstract in research. In writing abstract into English unconsciously there are lots of grammatical violations on abstract parts that are written. Meanwhile, not everyone is able to understand the information by either because of the language barrier.

This is where someone else is needed has a special ability for translate into another language for producing quality text. SO, the text can be understood by the target reader.

Translation is an activity that aims at conveying meaning or meanings of a given linguistic discourse from one language to another. Translation can be defined in terms of sameness of meaning across languages.

According to Larson (1984, p. 48) stated that translation, it is an activity of moving or changing from the language of one other language. In translating a language firstly must master the source language and the target language. The field of science that is translated so that the good translation are appropriate, clear and natural in accordance with the terms of a good translation. The good abstract according to Sukirmiyadi, et al (2014, p. 276-277) as one of the research consist of five aspects like introduction, objective, methodology, result/discussion, and conclusion and abstracts should either be written in 5 separate paragraphs.

Abstract writing in a number of state universities in Indonesia have different rules of writing, and as the importance of abstract text gives its position in a scientific research results, the study of the quality of the text translation abstract text and the level of text coherence needs to be done. As stated by D. Williamson (2007, p.3) that a good and complete abstract text should be consisted of: introductions, aims, methods, results, and conclusions, as well as the coherence of text.

Researcher is interested in exploring aspects related to good abstract writing. In this study the researcher will focus on the quality of thesis abstract translation products by students of academic year of 2013 who graduated on 2017 English Education Study Program of IAIN Palangka Raya. The

researcher aimed at investigating writing format of thesis abstract, abstract structure. Besides, it will be intended to analyze about the result quality of the abstract translation of thesis in accordance with its accuracy.

B. Research Problems

The research problems are formulated as in the following:

1. How are the format of the abstract thesis structure and the number of paragraphs abstract written by graduated students TBI on 2017?
2. How are the qualities of thesis abstract product by graduated students of TBI on 2017 at IAIN Palangka Raya?

C. Objectives of the Study

Regarding the statement of the research problems, this study aims at investigating

1. To describe the format of the abstract thesis structure and the number of paragraphs abstract written by graduated students TBI on 2017.
2. To describe the qualities of thesis abstract product by graduated students of TBI on 2017 at IAIN Palangka Raya.

D. Scope and Limitation

Based on the purpose, the limitation of this study belongs to content analysis. That this study examines abstract number of paragraphs and abstract structures. In addition to the abstract structure and text coherence level, this study also examines the quality of the abstract product of the thesis in English with respect to the degree of accuracy, acceptability, and text readability. For the level of accuracy the assessments include accuracy SL and TL and

struktural Grammatikal (tense). Then, the level of acceptability, the assessment includes 3 (three) aspects, namely: completeness of the abstract structure that includes the introduction/background, objectives, methods, results, and conclusions, grammatical structure, and coherence, the precise use of grammatical structure, and coherence. For the readability assessment, the text level or number of sentences is adjusted to the short length of the paragraphs in each abstract texts.

Thus, the abstract text reviewed amounted to 30 abstract thesis texts written in English and Indonesian. The details are: male 4 (four) abstract text and female 26 (twenty six) texts, total abstract thesis 30 from students' year 2013 of English department who undergraduate on 2017 at IAIN Palangkaraya.

E. Significances of the Study

This research is related to the quality of thesis abstract product by graduated students of TBI on 2017 at IAIN Palangka Raya, then the result of research is expected to give the theoretical and practical benefit as follows.

1. Theoretical benefits: For next researchers, the results of this study are expected to be served as a material consideration that can provide theoretical benefits that can be used as additional information or reference to review further with abstract texts, the problems often encountered in translating abstract of the thesis, and the quality of abstract translation results. In addition, the results of this study are also expected to serve as a reference in the preparation of a good abstract in terms of finding lexical,

grammatical, or textual equivalent (cohesion/coherence in English accurately and affordably, and easily understood by the target readers).

2. Practical benefits: For students, can provide information in terms of writing abstract text thesis in the Indonesian language as well as the translation results in good English, correct, and have a quality translation that can be accounted for. Next, for lecturer and translator the results of this study are expected to be used as one input, reference, information and benchmarks to get a better translation results and quality and are expected to provide information about how to write abstract thesis in accordance with the procedures and rules of writing good and true.

F. Definition of Key Term

1. **Translation**, it is an activity of moving or changing from the language of one other language. In translating a language, someone must master the source language and the target language and the field of science that is translated so that the good translation are appropriate, clear and natural in accordance with the terms of a good translation (Larson, 1984: p. 48).
2. **Abstract Thesis**, according to Sukandarrumidi (2002, p. 161) stated abstract is very important in a study. The abstract of this research is written at the beginning of the paper that is before Chapter I because this section is a summary of a result or essence of research that includes the title of research, the name of the researcher, a brief description of the contents of research reports on: the problem studied, background, the purpose of the research, the literature review (theoretical basis), the

methodology and its analysis, the main results and its benefits and the main recommendations.

3. **Structure of Thesis Abstract**, Williamson (2007: 3) stated that Abstract structures should also be complemented or perfected by what he calls" good coherence of text: Abstract should consist of 1) introduction, 2) aims, 3) methods, 4) results, 5) conclusions.
4. **Quality of Abstract**, According Nababan (2008, p. 98) quality of the abstract product of the thesis in English with respect to the degree of accuracy, acceptability, and text readability. For the level of acceptability, the assessment includes 3 (three) aspects, namely: completeness of the abstract structure that includes the introduction / background, objectives, methods, results, and conclusions, grammatical structure, and coherence, the precise use of grammatical structure, and coherence. For the readability assessment, the text level or number of sentences is adjusted to the short length of the paragraphs in each abstract text.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will discuss some related theories to support the study. The theories will be used for underlying requirement to solve the problems. This study will present some theories about translation product on Indonesian Journal to English.

A. Related Studies

Based on the results of research in various libraries both manuals and digitals libraries (Online), the author found some similar research but not the same as the author's research. The researchers are:

1. In the study by Napitupulu. S, (2017, p. 15-23) Entitled, Analyzing Indonesian-English Abstracts Translation In View Of Translation Errors By Google Translate. This study seeks to investigate the frequency of errors in the translation of abstracts produced by Google Translate with reference to Keshavarz's (1999) model of error analysis. This research will be of great benefit to undergraduate students to use these findings as a guideline in writing a thesis abstract. Five types of error classification is used as the parameters, namely lexicosemantic error, tense error, preposition error, word order error, distribution and use of verb group error, and active and passive voice error.

The data were obtained from several faculties at the Methodist University of Indonesia, Medan. A total of ten abstracts of undergraduate students' paper from various faculties were randomly selected. The data are then compared on each sentence segment and any words or phrases found to have errors are analyzed. The study revealed that 21 frequencies in terms of lexical semantic errors, 9 frequencies in terms of tense errors, 13 frequencies in terms of preposition error, 27 frequencies in terms of word order error, 15 frequencies in terms of distribution and use of verb group errors, 8 frequencies in terms of active and passive voice errors.

2. An article written by Vilceanu (2017, p. 1) entitled Quality Assurance in Translation. A Process-Oriented Approach stated that The paper underpins a process-oriented approach to translation with a view to quality assurance at the internal level, i.e. raising translation trainees' awareness of the recurrent problems associated with referential, grammatical and lexical accuracy and, last but not least, compliance with stylistic conventions (text/discourse specificities, pragmatic use, etc.). Therefore, researchers advocate feed forwarding instead of feedback, acting prospectively rather than retrospectively.

The research holistic approach to the translator's competence and translation quality assurance from a process-oriented perspective highlights the need for "optimization and harmonization of translation strategies and of quality standards with respect to experiential learning and professional development, and individual accountability, translated as

(self-) monitoring, (self-) assessment and strategic planning. Translation quality assessment in the 21st century, when globalization and multilingual text production have brought about tensions between cultural specificity and universality, between domestication and foreignising strategies, when the English language impact is ever stronger beyond the lexical level, affecting discourse patterns and practices and resulting in hybrid structures, is still striving to determine whether the translator's subjectivity or readership orientation should become the overriding principle. Moreover, in my opinion, translation evaluation should become a genuine research focus in order to assess translation systematically, determine its scope, design its conceptual and methodological toolkit more precisely and achieve a unified theory going beyond empirical considerations and codes of practice.

3. An article written by Hasan, B. (2016, p. 59-61) entitled A Translation Quality Assessment of the English Translation of the Hilali Epic states that the purpose of this article is to assess the translation quality of the Hilali Epic by using Juliane House's Translation Quality Assessment (TQA) (1997).

The study aims at discussing translation problems arising from the differences between the source text (ST) and the target text (TT) with reference to register, genre, and ideational and interpersonal meanings. It utilizes the Hilali Epic as an example of travel narratives. It discusses how the translator can reproduce the situational dimensions of the source text in

the target text. The study also investigates how the cultural features of identity in the source text are rendered in the translation. The data in the study are excerpts from the Arabic texts and English texts in *Sirat Bani Hilal Digital Archive* (2010) by Professor Dwight Reynolds of the University of California, Santa Barbara. The criterion for the selection of the excerpts is based on the differences in register or language varieties and situational meaning used in the source text (ST) and the target text (TT).

The study starts by providing a theoretical framework defining register analysis, genre and ideational and interpersonal meanings. Then, it moves to the discussion of the differences between the ST and TT. The study is a comparative, descriptive-analytical one. The main finding of the study is that the Hilai Epic and its translation by Professor Reynolds are not fully equivalent in terms of ideational and interpersonal meanings. There is also a genre shift in the translation. Changes introduced in the translation can dislocate the text from its intended genre and thus distort the communicative value of the ST. The TT does not achieve persuasive effect on the TT audience. The translator of the Hilali Epic tries to convey the cultural image of the Arabic tradition by retaining features of the source culture in the TT; he does not naturalize the text according to the TL and its cultural setting. However, there are still features of the original's cultural identity missing in the translation of the Hilali Epic. The study shows how Arab identity which is emergent in the Hilali Epic performance

cannot be re-territorialized or reproduced in a different cultural community. The ST and the TT do not have the same register. Finally, the translation of the Hilali Epic fails to achieve equivalence of function.

4. An article written by Sukirmiyadi, et al (2014, p. 277) entitled A Study on the Quality of Abstract Translation of Dissertation from Indonesian into English states that in research was aimed at investigating the writing format of dissertation abstract, abstract structure and its coherence of text used both in source text and target one.

Besides, it was intended to analyze and describe about the result quality of abstract translation of dissertation in accordance with its accuracy. Meanwhile, the research methodology used was descriptive qualitative, with a strategy of embedded case study. The research data were 15 (fifteen) texts of dissertation abstract consisting of 7 (seven) texts of medical science, and engineering of the 8 (eight) others written in Indonesian and their translation in English. The data collected were the number of paragraphs, abstract structure, cohesion, and coherence of text.

To obtain the required data, the researcher made some questionnaire and did interviewing to some raters. Those requested to assess the quality of translation were some experts in translation and linguistics. The range of score was 3 for: good, 2: not so good, and 1: for bad. The result of their assessment was used as an instrument to analyze the data and made a conclusion. 2014, Vol. 6, No. 2 Having discussed and analyzed the data, it was found that: 1) The writing format in accordance with (a) the number

of paragraphs: 2 texts or (13.33%) consisted of 1 (one) paragraph, 6 texts or (40%) had 3 paragraphs, 3 texts or (20%) consisted of 4 (four) paragraphs, and 4 (four) texts or 26.66% had 5 (five) paragraphs; (b) The number of abstract structure: 1 (one) text (6.66%) missed introduction, 4 (four) texts or (26.66%) did not have objectives, 6 (six) texts or (40%) did not have conclusion, and only 4 (four) texts or 26.66% had complete abstract structure: introduction, objective, methods, results / discussion, and conclusion. 2) The average score of the whole text structure of abstract dissertation and its coherence of text was as follows: The source text was 2.15 and categorized as good (C), meanwhile the target one declined into 1.77 and categorized as fair (D); 3). Based on the final result, it was found that the average score of accuracy was 1.97. This could be interpreted that the accuracy level of translation text of dissertation abstract written by PhD students was *Less Accurate / Fair (D)*.

Based on the data analysis and discussion, it could be concluded that there were some variations of writing format of dissertation abstract. Some abstracts were written in 5 paragraphs, 4, 3, and even 1 paragraph. Meanwhile, according to the number of abstract structure, some abstracts were not provided with introduction, objective, or conclusion. Therefore, in general the quality of abstract structure and its coherence of text was not so good, and the result of its translation of the target text was worse than that of the source text. Furthermore, the average score of accuracy of the

target text was lower than that of the abstract structure and categorized as less accurate or fair (D).

5. An article written by Heuboeck (2009, p. 43) entitled *Some Aspects of Coherence, Genre and Rhetorical Structure – and Their Integration in a Generic Model of Text*. In this essay discussed the contribution of three conceptual approaches to a model of global coherence of texts, termed coherence model: the analysis of coherence, genre analysis, and rhetoric. A distinction has been drawn between three relevant levels of text organization, which builds on notions of these three approaches: At its highest level, the text constitutes a unity of social interaction, represented by the notion of communicative purpose. This has been called the global level of text organization. Second, the text is organized in large parts, or building blocks; although it are semantically and functionally unified entities, they cannot be separated from the text as a whole and therefore do not constitute unities of interaction on their own. These large parts of the text have been called macro-units, and the corresponding level of text organization the macro-level. Finally, texts are realized as a system of – grammatically defined – linguistic units (clauses, clause complexes, sentences). Constitute the micro-level of textual organization.

The notion of coherence model has been introduced to designate a model specifying a type of texts, in a generic way, on all three levels: its communicative purpose, on a global level; the decomposition of the communicative purpose into types of macro-units; finally, the micro-

functions through which micro-units contribute to the construction of higher-level entities. The model outlined here is exclusively text-based, offering no account for the actual cognitive processes through which coherence is established. Rather, the notion of coherence serves as the – abstract – frame for a global, functional representation of the text. Therefore, it may be understood as a meta-model which has to be instantiated in concrete coherence models of individual genres. It provides an account of the relations between the structural and functional conditions forming the basis of that – cognitively established – continuity of senses. The last section briefly outlined, by way of an example, how a specific coherence model of an individual genre can be formulated.

6. An article written by G. K. (2003, p. 1-2) entitled Improving Coherence in Technical Writing stated that the technical documents of many inexperienced student writers do not effectively communicate, even after the spelling and grammar aspects are addressed well.

This results, because the student is not clear in his/her mind about the aspects that need to be communicated, although (s)he may be knowledgeable in the area. Also, the methods of effective communication are not well defined, and hence, first-time writers find it difficult to understand them.

This article addresses coherence, which can significantly improve the communication, but is one of the elusive aspects for novice writers. This

article aims to provide a structured approach that faculty members can use to improve the technical writing skills of students.

Table 2.1
Differences and Similarities between Related Study and the Recent Research

No	The Title	The Similarities with Researcher Study	The Differences with Researcher Study
1.	“Analyzing Indonesian-English Abstracts Translation In View Of Translation Errors By Google Translate” By: Napitupulu. S,	<ul style="list-style-type: none"> ○ Analyzing Abstract ○ Writing Structure 	<ul style="list-style-type: none"> ○ It’s differ from study because Related study investigate the frequency of errors in the translation of abstracts produced by Google Translate and writing structure with reference to Keshavarz's (1999) model of error analysis. Beside the Recent Research not only focus in the writing structure. But also, focus the writing format of thesis abstract, abstract structure and its coherence of text used both in source text and target one. Besides, it was intended to analyze the result quality of the abstract translation of thesis in accordance with its accuracy.
2.	“A Translation Quality Assessment of the English Translation of	<ul style="list-style-type: none"> ○ Quality of Translation 	<ul style="list-style-type: none"> ○ It’s differ from study because Related study the translation

	<p>the Hilali Epic” By: Hasan, B.</p>		<p>quality of the Hilali Epic by using Juliane House's Translation Quality Assessment (TQA) (1997). Discussing translation problems arising from the differences between the source text (ST) and the target text (TT) with reference to register, genre, and ideational and interpersonal meanings. The data in the study are excerpts from the Arabic texts and English texts in Sirat Bani Hilal Digital Archive (2010) by Professor Dwight Reynolds of the University of California, Santa Barbara. Beside the Recent Research investigating the quality of translation from the abstracts produced by students' 2013 English study program who have graduated on 2017.</p>
3.	<p>“A Study on the Quality of Abstract Translation of Dissertation from Indonesian into English” By: Sukirmiyadi, et al</p>	<ul style="list-style-type: none"> ○ Investigating the writing format of abstract, abstract structure and its coherence of text used both in source text and target one. ○ Analyze and describe about the result quality of 	<ul style="list-style-type: none"> ○ It's differ from the method, it's using descriptive qualitative with a strategy embedded case study. Beside the recent research using methodology quantitative content analysis.

		abstract translation accordance with its accuracy	
4.	An article written by Heuboeck entitled “Some Aspects of Coherence, Genre and Rhetorical Structure – and Their Integration in a Generic Model of Text In this essay”	○ Coherence Text	○ focuses on only one small aspect, namely: the importance of the concept of coherence in analyzing texts in relation to text wholeness
5.	An article written by G. K. entitled “Improving Coherence in Technical Writing”	○ Coherence Text	○ Only focuses on the aspect of cohesion / coherence that can fill in the understanding how to text, and facilitate communication significantly.
6.	An article written by Vilceanu entitled “Quality Assurance in Translation. A Process-Oriented Approach”	○ Lexical accuracy	○ Rreferential, grammatical and lexical accuracy and, last but not least, compliance with stylistic conventions (text/discourse specificities, pragmatic use, etc.).

B. Concepts of Translation

1. Definition of Translation

According to Nida and Taber in *The Theory and Practice of Translation*, Translating consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style. Whatever the translation is, the original definition is the same, so the discussion seems a little confusing and useless. In fact the problem is the two words closet and

equivalent, which lead to absolutization and indeterminacy of meaning from perspective of philosophy.

2. Translation of Procedure

The translating procedures, as depicted by Nida (1964) are as follow:

a. Technical procedures:

- 1) Analysis of the source and target languages;
- 2) A through study of the source language text before making attempts translate it;
- 3) Making judgments of the semantics and syntactic approximations.

b. Organizational procedures:

Constant reevaluation of the attempt made; contrasting it with the translations of the same text by other translators, and checking the text's communicative effectiveness by asking the target language readers to evaluate its accuracy and effectiveness and studying.

3. Strategy of Translation

Krings (1986, p. 18) defines translation strategy as translator's potentially conscious plans for solving concrete translation problems in the framework of a concrete translation task, and Seguinot (1989) believes that there are at least (i) translating without interruption for as long as possible; (ii) correcting surface errors immediately; (iii) leaving the monitoring for qualitative or stylistic errors in the text to the revision stage.

Newmark (2009, p. 20-21) has simply stated that translation study is the comprehensive study of translation. By comprehensive, researcher includes the inter disciplines interaction of different subjects such as cultural studies, applied linguistics, sociolinguistics, psycholinguistics, logic and ethical philosophy. According to Newmark, there are at least four stages in translation studies in history: (1) the linguistic stage before and up to 1950s, (2) the communicative stage around 1950s, (3) the functionalist stage around 1970s and (4) the ethical/aesthetic stage in the 2000s. The four stages are not cancelling each other but they moved along the continuum with one stage supporting another. Newmark then explains that there are three ideal conditions of translation:

- a. That the translation should give a complete transcript of the ideas of the original work.
 - b. That the style and manner of writing should be of the same character as that of the original.
 - c. That the translation should have all the ease of original composition
4. Method of Translations

Newmark (1988b, p. 45-47) mentions the difference between translation methods and translation procedures. Researcher writes that, while translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language. Researcher goes on to refer to the following methods of translation:

- a. Word-for-word translation: in which the SL word order is preserved and the words translated singly by their most common meanings, out of context.
- b. Literal translation: in which the SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context.
- c. Faithful translation: it attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structures.
- d. Semantic translation: which differs from faithful translation only in as far as it must take more account of the aesthetic value of the SL text.
- e. Adaptation: which is the freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, characters,
- f. Plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten.
- g. Free translation: it produces the TL text without the style, form, or content of the original.
- h. Idiomatic translation: it reproduces the message of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.
- i. Communicative translation: it attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

Newmark (1991, p. 10-12) writes of a continuum existing between semantic and communicative translation. Any translation can be more, or less semantic more, or less, communicative even a particular section or sentence can be treated more communicatively or less semantically. Both seek an equivalent effect. Zhongying (1994, p. 97), who prefers literal translation to free translation, writes that, [i]n China, it is agreed by many that one should translate literally, if possible, or appeal to free translation."

In order to clarify the distinction between procedure and strategy, the forthcoming section is allotted to discussing the procedures of translating culture-specific terms, and strategies for rendering allusions will be explained in detail.

C. Thesis Abstract

1. Definition of Abstract

Abstract is one of the important parts in one research due to the fact that it is a kind of short condensed text to represent the whole text. As one research that consists of some aspects such as introduction, objective, methodology, result / discussion, and conclusion, so that an abstract should cover those five aspects. However, in fact many abstracts do not have those five completely. Therefore, an abstract that should be written in 5 separated paragraphs, it is sometimes written in 4, 3, 2, or even 1 paragraph.

According Susan Gilbert (1985, p. 1) said that Abstract is a short informative or descriptive y of a longer report. It is a condensed version of an original work: a book, journal article, technical report, patent, or sometimes a speech or an interview.

Furthermore, Judith Kilborn (1998: 1) wrote one article in Literacy Education Online (LEO:1) concerning with this definition. It was stated that an abstract was a condensed version of a longer piece of writing that highlighted the major points covered, concisely described the content and scope of the writing, and reviews the writing's contents in abbreviated form.

As stated by D. Williamson (2007, p.3) that a good and complete abstract text should consist of: introductions, aims, methods, results, and conclusions, as well as the coherence of text. Those aspects are related to Graf (2008, p, 4-5) about the good abstract as the following below.

- a. Well-developed paragraphs are unified, coherent, concise, and able to stand alone.
- b. Uses an introduction/body/conclusion structure which presents the article, paper, or report's purpose, result, conclusions, and recommendations in that order.
- c. Follows strictly the chronology of the article, paper, or report.
- d. Provides logical connections (or transitions) between the information included
- e. Adds no new information, but simply summarizes the report.
- f. Is understandable to a wide audience.

2. Thesis of Abstract

In general, the abstract of this research is written at the beginning of the paper that is before Chapter I because this section is a summary of a result or essence of research that includes the title of research, the name of the researcher, a brief description of the contents of research reports on:

the problem studied, background , the purpose of the research, the literature review (theoretical basis), the methodology and its analysis, the main results and its benefits and the main recommendations.

Research title and researcher's name: The title is written in capital letters whose letter size is larger than the letter size in the script. While the name of the researcher is written complete (without abbreviation) and without title and year of doing research. While research methodology includes research location, data source, data collection method, sample number or respondent, analysis and discussion, result and conclusion, suggestion (if any), (Sukandarrumidi, 2002: 161-162). At the end of the abstract is also written *key words* (usually key words) which are usually taken from words used in the main subject or topic in the title of the study.

Keywords are very important in a study because these key words are at the core of the subject matter discussed in a research abstract, so these words usually dominate in an abstract because it is expected to be very important information that readers need to know.

Research abstracts are used throughout the research community to provide a concise description about a research project. It is typically a short summary of your completed research. If done well, it makes the reader want to learn more about research. Oftentimes uses passive verbs to downplay the author and emphasize the information.

3. Structured of Abstract

Koopman (1997: 1) suggests that the abstract structure should include five (5) aspects, namely: 1) Motivation, that is the reason for the importance of the problem that the topic (research) is appointed for research; 2) Objective or Goal (goal), which is usually expressed in the form of Statement of the Problems, namely the formulation of the problem that became the focus of discussion in the study. In this section the objectives and hypotheses are the main foundations; 3) Approach, ie the methodology or approach used in analyzing existing data to obtain expected results; 4) Results, which is the answer or findings on the formulation of the proposed problem; and 5) Conclusion, namely the conclusions and implications of the findings or answers of the problem formulation.

Furthermore, almost the same thing was put forward by Williamson (2007: 3). In his article Williamson points out that in addition to the five aspects mentioned by Koopman:

Abstract structures should also be complemented or perfected by what he calls "good coherence of text". Abstract should consist of 1) introduction, 2) aims, 3) methods, 4) results, 5) conclusions, and 6) coherence ". Thus, a text is said to be good if the text indicates the existence of the whole meaning of a message that can not be separated from one sentence to another, and between paragraphs one to another, if the text is composed of more than one paragraph. That is, the whole meaning of a message in a text will not be achieved if the text does not have good text coherence.

Based on several requirements concerning the abstract structure mentioned above, it can be concluded that the abstract structure proposed by Williamson is by far the most perfect researcher. Besides equipped with good text coherence aspects. Then the importance in writing a text is in terms of its grammatical structure. As for other similar opinions regarding the importance of coherence in the writing of a text, both the source text (source text) and the target text are also put forward by Reiss and Vermer in Munday (2000: 79).

Due to the importance of the coherence of this text, then Kilborn (1998: 2) also put forward the abstract criteria as well as described below:

a. Characteristics of Abstract

Characteristics of abstract have two aspects namely the aspects of substance and linguistic aspects: 1) Aspects of substance, the type of research conducted by the researcher by using qualitative, quantitative, or a mixture of both. 2) Aspects of language, researcher can analyze the three sides according to Sukirmiyadi (2014: 54-55) is the type of lexical equivalent, grammatical structure used text coherence.

Lexical or word selection used in abstract writing. In scientific writing, terminology used in a study must be academic and specialized. In addition, most importantly the language used should be formal / official, solid but clear. Grammatical type used. When viewed from its function that is abstract as discourse, then every abstract text must

have properties such as coherence, cohesion, and unity (Judih Kilborn, 1998: 2).

This means that every sentence in the abstract text must have strong consistency, and the hooks relate between paragraphs / sections to each other, resulting in a full text. In addition abstract text must also be written briefly and densely but clearly. In other words, writing should not use language or sentences that are too long and complicated.

Besides, other things that need to be considered to produce a good abstract must meet the following criteria. As stated by Judith Kilborn (1998: 2) said,

That abstract criteria include: 1) Abstract consisting of one or more paragraphs with the number of words between 300 s / d 500 words should be unified and able to stand alone but the sentences written interlaced hooks closely tied between sentence one with another sentence, between paragraph one with another paragraph, acceptable and logical (coherent), concise and concise; 2) The abstract arrangement shall be sequential starting with the introduction / introduction, purpose, methodology, results, conclusions and recommendations; 3) Following the rules established in general scientific writing; 4) All written information and other related matters shall be acceptable and logical; As far as possible the discussion should be complete so no additional explanation is needed; 5) Can be understood by almost all circles easily; 6) Most of the sentence structure used is the form of: a) Simple Present Tense in the opening of sentence or introduction / introduction; b) Simple past tense and / or Passive Voice in subsequent sections, such as the objectives, methodology, results, discussion / conclusions.

b. Format Write a Good Abstract

In writing abstract text must have 5 (five) abstract structures in it as already described above, namely: 1) Introduction or Background Problems, 2) Research Objectives, 3) Methodology, 4) Discussion and Results, and 5) Conclusion. In addition to these five aspects in writing the abstract must follow the abstract format that has been determined.

In an article written by Koopman, 1997 on *how to write an abstract*, Carnegie Mellon University says An abstract is a mini-version of the paper or research article. It should be written with utmost care.

4. Structure of Abstract, Cohesion and Coherence (SL and TL)

In line sukimiryadi, Williamson (2007, p.227) said, a good abstract text should include 6 (six) terms, namely: (1) motivation / introduction, is the reason why the problem is raised for research; (2) aims / objectives, ie issues raised, usually expressed in the formulation of problems, objectives and hypotheses; (3) methods / approaches, is methodologies or approaches used in analyzing existing data to obtain expected results; Result, the answer / findings on the formulation of the problem proposed, (5) Conclusion, namely the conclusion and implication of the findings / answers of the problem formulation. Coherence is the linkage and attachment between the sentence one with another sentence supporting one main subject, and one with the other, usually characterized by lexical cohesion and / or grammatical cohesion, as well as a proper connector.

The assessment scale starts from 3 - 2 - 1 with the meaning of assessment as follows:

a. Abstract Structure Assessment:

- 1) Value of 3 (three): Well, if the abstract text fully has the abstract structure as required by Owen D. Williamson above, namely: 1) introduction, 2) objectives, 3) methodology, 4) results, and 5) conclusions explicitly mentioned in each paragraph in sequence. Thus, any good abstract text should consist of 5 (five paragraphs) each paragraph representing an abstract structure only.
- 2) Value 2 (two): Less Good , if abstract text already has fifth abstract structure as mentioned above but not mentioned clearly (implicitly). And OR any abstract structure is not written separately per paragraph, but merged. This is possible in an abstract text that should be written in five paragraphs, only written into four, three, two, or even one paragraph only.
- 3) Value 1 (one): Not Good, if text of abstract does not have one or even more, of the five abstract structures that should be . Besides the abstract structure is not written explicitly, and in order, each abstract structure is not written separately paragraph by paragraph, but merged.

b. Cohesion Rating Text

- 1) Value of 3 (three): Good, if abstract text that already has 5 (five) the abstract structure, each paragraph consists of a number of sentences which is fully supported by the suitability and accuracy within using lexical cohesion and / or grammatical cohesion (if necessary) as connectivity between sentences with each other.
- 2) Value 2 (two): Less Good, if from the five paragraphs that should be, there is one of the less good paragraphs for the absence (which is should exist) and / or inappropriateness in applying cohesion lexical and / or grammatical cohesion.
- 3) Value 1 (one): Not Good, if the abstract text has only four abstract or even less structure or abstract text already has five abstract / paragraph structures but two or more paragraphs which is less good because of the inaccuracy and / or lack of cohesion lexical and or grammatical things that should exist.

c. Coherence Rating Text

- 1) Value of 3 (three): Good, if every paragraph in abstract text only contains 1 (one) main thought which is expressed in main sentence. While other sentences are explanatory/as a supporter of the main thoughts either directly or indirectly.
- 2) Value 2 (two): Less Good, if in abstract text there is one the paragraph (of the five paragraphs that should be) does not meet the requirements as mentioned in point above. And or every paragraph

abstract text has contained one main thought expressed in core sentence (main), but there are sentences or even numbers an explanatory sentence that is irrelevant to the main thought.

- 3) Value of 1 (one): Not Good, if from five paragraphs that should have two or more paragraphs that do not meet the requirements as mentioned in point above. And or in every paragraph of the abstract text there is no clear basic thought. Or even in one paragraph there is more than one basic thought.

5. Quality of Thesis Abstract

a. Accuracy of Text

According to Nababan (2008, p. 98) states that the word selection of translation is very important. Analyzing a good word on the text structure by applying structural analysis or morphemic analysis as well as to structural deep by applying componential analysis of meaning will guide the translator in determining the most appropriate matching of words and terms used in the TL according to the message or mandate in the SL . In the dissertation written by Sukimiryadi (2014, p. 39-40) states that:

Accuracy affected by the exactness of the translated text. Therefore accuracy is closely related to the correspondence of meaning between SL and TL. Thus the translated text is said to be accurate if the SL text message can be fully conveyed into TL. The text of the translated translation is said to have a high degree of accuracy if it meets three criteria, namely the accuracy of lexical equivalence, natural, and closest.

Nida said (1969: p. 12) Translation consists of reproducing in the closest natural equivalent receptor language from the message of the source language, first in the sense of meaning, and second in terms of style. Based on this information, it can be concluded that translation is the process of uncovering messages from SL into TL which can be produced as close as possible and as natural as possible in terms of the good meaning of the language style.

Grammar is the most important issue of learning and teaching any particular foreign language. It is regarded that grammar is the most significant feature of language for not only learning but also for teaching. Though it is a very important issue, some of the senior teachers of our country monitor grammar as a set of language rules and regulations.

David Crystal (2006, p. 32) said, Grammar is the study of all the contrasts of meaning that it is possible to make within sentences". According to Çakır and Kafa (2013, p. 39-40), "Richards and Schmidt (2002) defined grammar as a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in a language.

According to Çakır and Kafa (2013, p. 39-40), Chang (2011) adds that grammar is so important that the teachers and students have always attached great importance to teaching and learning of it. Simply put, to

be able to teach and learn it appropriately has become the primary concern for both English teachers and researchers.

An article written by Debata Pradeep K (2013, p. 483) Indicates that grammar is the study of words and the ways words work together; an invisible force that guides us as we put words together into sentences.

There is person who communicates using a particular language, or unconsciously becomes aware of the grammar of that language. But in this context researcher would like cite a wonderful example as described a writer has given a beautiful analogy to illustrate the use of knowledge of Grammar. Imagine two car drivers.

The first driver knows only driving and nothing about the working of the engine. Driver feels helpless whenever there is some trouble with the machinery. The second driver knows driving and also understands the working of the machinery.

The person who knows grammar is like this second driver. In case research doubtful about the correctness of a particular thing, his knowledge of grammar comes to his rescue (Kohli, 116). Therefore, to speak in a clearer and more effective manner we have to study grammar.

For the person who has unconscious knowledge of grammar, it may be sufficient for simple language use. But the persons who wish to communicate in the artistic manner with well-defined structures must go for the greater depth of understanding and proficiency what the study of grammar offers”.

b. Acceptability of Text

Acceptability is very important for translators or authors where the text written by the author can be understood and accepted by the reader. Translators should be able to choose appropriate and understandable words. Acceptability closely related to fairness, namely the suitability of the linguistic sentence structure / rules and textual norms used between SL and TL. Fairness in question is the reasonableness of the translated text produced based on the norms, culture and language that apply in TL. Thus, the translation text is categorized as having a high level of acceptance if the translation language produced is in accordance with the rules, norms and culture that apply in TL. As said by Renkema (1993: p. 36) Acceptability requires that a sequence of sentences be acceptable to the intended audience in order to qualify as a text.

A Dissertation written by Sukirmiyadi (2014: p. 40-41) entitled A Study on the Quality of Abstract Translation of Dissertation from Indonesian into English stated that:

The translated text is categorized as having a high acceptability if the translated language is generated in accordance with the norms, norms and culture applicable in TL. In addition, each sentence must also have a meaning appropriate to its context, and be logically acceptable in TL.

An article written by San Francisco edit entitled, *Effective Use of Grammar and Style* States that “Grammar and style are very important and helpful in meeting the writing process goal of ensuring the clear communication of ideas.

Grammar includes any writing problem for which there is a definitive right or wrong answer. Errors in grammar disrupt and confuse readers, making your meaning unclear. Style includes any issue that is a matter of preference.

Grammar and style are very important and helpful in meeting the writing process goal of ensuring the clear communication of ideas. Grammar includes any writing problem for which there is a definitive right or wrong answer. Errors in grammar disrupt and confuse readers, making your meaning unclear. Style includes any issue that is a matter of preference. Each journal has its own expectations about what's appropriate in writing. Some journals differ dramatically in what stylistic choices are acceptable.

c. Readability of Text

In writing a text, readability is very important in writing a text in order to understand the contents of the written text. Readability and translation cannot be separated from one another. Translators must understand the concept of readability of the source language text and the target language. A good understanding of the concept of readability is very helpful to the interpreter in doing his job. This is because a text of the translation will not have any function if the level of readability is very low. Meanwhile, the subtitles will give the reader much benefit if the text has a high degree of readability. This can be achieved if the translation can be easily understood by the target reader. The higher the readability level of a text

the easier it is to be understood. The readability of a text can be seen from the average length of the sentence. The level of readability can be seen in the following table.

Table 2.2
Readability of Text according to the average number of words of the sentence

Level of Readability	the average number of words of the sentence
very easy	≤ 8
Easy	11
Rather easy	14
Standard	17
Rather difficult	21
Difficult	25
Very difficult	≥ 29

Adopted from Sakri (1993, p. 137)

According to the table above that the readability of a text depends on many words in one sentence. The fewer words that are claimed to be more easily understood and the more words in each sentence are difficult to understand. According to Nababan (2008, p. 72) stated that the low level of readability is not due to the number of words in the sentence, but it will be depended on the type of word used in the sentence.

Having mistaken in writing a word in a text or not being able to select the appropriate word will make the level of readability becomes difficult to understand its meaning. Then, another factor of the reader's or translator's ability to translate a text would be elusive.

CHAPTER III

RESEARCH METHODOLOGY

This chapter will discuss research design, population and sample of the study, research instrument, data collection, and data analysis and data endorsement.

A. Research Design

The research design applied in this study is qualitative design because this study is aimed to know the quality of abstract translation product by English Education Study Program of IAIN Palangka Raya. The type of this study is focused on content analysis. Based on explanation, qualitative research, on the other hand, is concerned with qualitative phenomenon, in other words phenomena relating to or involving quality or kind. According to Kothari (2004, p.3) qualitative research much deals with data in the form of words or pictures rather than numbers and statistics. Moreover, as the data is in the form of words and documents, so the data was analyzed qualitatively and with a slightly more quantitative point of view. William (2001, p.326) stated that it should be combined rather than used separately which both the quantitative and non-quantitative approaches alone suffer from some major shortcomings.

In qualitative research does not close the possibility in taking data using quantitative data. Thus, the data took used quantitative data used as supported instruments was analyzed qualitatively for the stability of the results that was served as the final conclusion of the study.

According to Martono (2011, p.86) content analysis is a type of research that utilizes information or written content either and text as material symbols. Content analysis reveals the information behind the data presented in the media or text. Content analysis can be interpreted as a technique of collecting and analyzing the contents of a text. Definition of content analysis by Holsti (1969, p.14): Definition of content analysis is any technique for making inferences by objectively and systematically identifying specified characteristics of messages.

Based on aforementioned, it can be concluded that content analysis is relatively easy to do because researchers do not need to prepare a complicated instrument to be given to the respondents. Using this analysis, researchers can compare and analyze a particular text or medium with quantitative techniques.

B. Object of Study

The object of this research is number of abstract texts of the thesis and its translation in English by graduated students of TBI on 2017 at IAIN Palangka Raya. The abstract texts reviewed are 30 from graduated students of TBI on 2017. According Ary et al (2010, p. 149) stated the accessible population, which is the population of subjects accessible to the researcher for drawing a sample. The researcher chosen the student which pass in the year 2017 accessed easier of archives because still new calculation pass with hence from that researcher used accessible population.

The researcher as mentioned in the previous section, researchers conducted a study on the quality of abstract thesis texts written by students of English Education Study Program that graduated in 2017 and the results of the translation in English. This research was conducted to reveal variants information of the findings qualitatively by describing and explaining the things studied carefully and accurately.

Table 3.1
Number of Thesis Abstract graduated students of TBI on 2017.

No	Description	Total
1.	Male	4
2.	Female	26
	Total	30

C. Source of Data

The data is very important in a research; the data source of this research is the thesis abstract of the graduated students of TBI on 2017. Sutopo (2006, p. 5) declared that data sources in qualitative research can be human, behavior, documents, archives, and various objects/things or other supporting objects that are deemed necessary. Therefore, the necessary data and important information studied in this research are mostly qualitative data. In qualitative research does not close the possibility in took data used quantitative data. Thus, the data took used quantitative data used as supporting instruments will be analyzed qualitatively for the stability of the results that will serve as the final conclusion of the study.

Then, there are two data sources in this research, namely document written or archive and 2 raters. The written took documents are the 30 abstract texts of students of English Education Study Program academic year of 2013 who had graduated in 2017 from Faculty of English Education Study Program.

The second data source is from the assessment team (rater) appointed as a resource to provide information in relation to the accuracy, acceptability and readability of abstract texts.

D. Research Instruments

The main instrument used in qualitative is human instrument, that is, the researcher herself (Ary et al. 2010, p. 424). The method in this instrument is documentations in the form of abstract thesis of IAIN Palangka Raya students of English Education Study Program academic year of 2013 that graduated in 2017.

To strengthen the data, the researcher involved the assessment two raters; the writer herself and lecturer of translation subject by giving assessment indicator to them to obtain data about the abstract translation quality thesis made by the English class student of 2013. In this case, the researcher gave assessment indicator to the raters and asks them to assess the accuracy, acceptability, and readability of the abstract of the thesis. The following is the assessment criteria of Number of paragraphs, the number of writing format abstract and accuracy, acceptability, and readability according to Nababan, et al (2012, p. 83).

Table 3. 2
The Example of Table Tabulation of Abstract Structure and the Number of Paragraphs of Each Abstract Text of Thesis

No. Data	Introduction	Aims	Methodology	Result	Conclusion	Number Of Paragraph
A1						
A2						
A3						
Etc.						
Deviation %						

Adapted from Sukirmiyadi (2014)

Table 3. 3
The first assessment indicator is an instrument for obtaining data regarding the accuracy.

Scale	Assessment Scale and Description
1	Inaccurate: The sentence message in the SL is not translated accurately or translated at all into TL or omitted.
2	Less accurate: SL sentence messages have not been accurately delivered into TL. For example, there are still a number of errors such as in terms of word selection, relationships between phrases, clauses, and other sentence elements. The actual translation is understandable but little revision is needed, for example by replacing the word inappropriately in the wording.
3	Accurate: The sentence message in SL has been accurately conveyed in TL so no repairs or revisions at all.
	Penilaian Struktur Gramatikal
	<ul style="list-style-type: none"> Value 3, if there is no overall abstract text in the abstract text structure (preferably related to the use of 'tense'); Values, if the abstract text contains errors ranging from 1-2 "tense"; and Value 1, if the abstract text contains more than 2 (two) "tense" errors.

Adapted from Sukirmiyadi (2014)

Table 3. 4
The second assessment indicator is an instrument used for obtaining data in relation to the acceptability of the text.

Scale	Assessment Scale and Description
	Abstract Structure Assessment:
1	Value of 1 (one): Not Good, if the abstract text does not have one or even more, than the five abstract structures that should be. In addition to abstract structures not written clearly / explicitly, and sequentially, each abstract structure is not written separately per paragraph, but combined.
2	Value 2 (two): Poor, if the abstract text has five abstract structures as mentioned above but not clearly stated (implicitly). And or every abstract structure is not written separately per paragraph, but combined. This allows in one abstract text that should be written in five paragraphs, only written in four, three, two, or even one paragraph.
3	Value 3 (three): Good, if the abstract text fully has an abstract structure as required by Owen D. Williamson above, namely: 1) introduction, 2) objectives, 3) methodology, 4) results, and 5) conclusions clearly / explicitly mentioned in each paragraph in sequence. Thus every good abstract text should consist of 5 (five paragraphs) which each paragraph represents an abstract structure only.
	Assessment of Text Cohesion
1	Value of 1 (one): Not Good, if the abstract text only has four abstract structures or even less. And or abstract text has five abstract / paragraph structures but there are two or more paragraphs that are not good due to inaccuracy and / or lack of lexical cohesion and or grammatical that should exist.
2	Value 2 (two): Poor, if from five paragraphs that should be, there is one paragraph that is not good because of absence (which should be) and or inaccuracy in applying lexical cohesion and / or grammatical cohesion.
3	Value 3 (three): Well, if the abstract text has 5 (five) abstract structures, each paragraph consists of a number of sentences that are fully supported by the suitability and accuracy in using lexical cohesion and / or grammatical cohesion (if necessary) as the connection between sentence to one another.
	Text Coherence Assessment
1	Value of 1 (one): Not Good, if from five paragraphs there should be two or more paragraphs that do not meet the requirements as stated in point a above. And or in each paragraph of the abstract text there is no clear principal thought. Or even in one paragraph there are more than one main thought
2	Value 2 (two): Not Good, if in an abstract text there is one paragraph (of the five paragraphs that should be) does not meet the requirements as stated in point "a" above. And or every paragraph of abstract text has contained one main thought stated in the core

	sentence (main), but there are sentences or even a number of explanatory sentences that are not relevant to the main thought.
3	Value 3 (three): Good, if each paragraph in the abstract text only contains 1 (one) main idea (main idea) stated in the main sentence. While other sentences are explained / supportive of the main thoughts both directly and indirectly.

Adapted from Sukirmiyadi (2014).

Table 3. 5

The third assessment indicator is an instrument used to collect data relating to the level of text readability.

Scale	Assessment Scale and Description
1	Hard to Understand, if the level of understanding of the text is less than 50%. (The translation is difficult for the reader to understand).
2	Somewhat Difficult / Less Understandable, if the level of understanding of the text is only about 60-70%. (Translation is understandable to the reader, but there are certain parts that need to be reread to be able to understand it well).
3	Easy to understand, if the reader can understand the text above 80%. (Words, phrases, technical terms, clauses, sentences or subtitles can be understood easily by the target reader).

Adapted from Sukirmiyadi (2014).

E. Data Collection Procedures

1. Documentation is in the form of abstract text of thesis in Indonesian written by IAIN Palangka Raya students of English Education Study Program academic year of 2013 which graduated in 2017.

Here the researcher did some steps of collecting data as follows:

- a. First, the researcher collected and classified abstract texts that must be analyzed and as concrete evidence of the documents or archives examined.
- b. Researcher read carefully and thoroughly all abstract text both written in Indonesian and the results of the translation in English.

- c. Researcher identified each abstract text of the number of abstract structures and the number of paragraphs of each abstract text of the thesis.

Sukirmiyadi (2014, p. 276) stated that abstract is very important in a study. Abstract is the text in which it is written out of the introduction, objective, methodology, result / discussion, and conclusion, so that an abstract should be written in 5 separated paragraphs.

Table 3. 6.
The Example of Table Tabulation of Abstract Structure and the Number of Paragraphs of Each Abstract Text of Thesis

No. Data	Introduction	Aims	Methodology	Result	Conclusion	Number Of Paragraph
UG1						
UG2						
UG3						
UG4						
Etc.						
Deviation %						

Adapted from Sukirmiyadi (2014)

Note: UG1: Abstract UG 1 (One)

Formula of Percentage

Number of abstracts that do not have any of the terms
(Introduction, objective, method, result and conclusion) X 100 = Deviation %
 Total of abstract

2. Assessment indicator, this is the complement of data required in this study.

The researcher gave an indicator / assessment category to the assessment two raters in order to know the abstract quality.

Here the researcher did some steps of collecting data as follows:

- a. The provision of this questionnaire to the informant (rater) is aimed to determine the quality of translation results in terms of the accuracy of the message, acceptability, and readability of the translation text.

In this section, the researcher would like to answer the third research problem. Researcher used instruments to analyze data using range scores:

Table 3.7.
Assessment based on the quality assessment model
translation (Accuracy and Readability)

Prgh	TL	SL	Accuracy			Structure Grammatical			Total	Deviation	Readability						Total	Deviation
			3	2	1	3	2	1			3	2	1	3	2	1		
1	A1p1	A1p1																
2	A1p2	A1p2																
3	-																	
4	-																	
5	-																	

Note: A1: Abstract 1 (One)

Prgh : Paragraph

A1p2 : Abstract 1 paragraph 2

Formula of Percentage Accuracy and Readability

$$\frac{\text{Total of aspects}}{\text{Total of Number of abstract}} = \text{Deviation \%}$$

- b. Based on the assessment that given by the raters, researcher made the table and analyzed the results. To analyze the structure of abstract and coherence of text, the researcher adopted the theory suggested by koopman (1997) and Williamson (2007):

Table 3.8.
Assessment based on the quality assessment model
translation (Acceptability)

A1

	Aspect			Total	Deviation
	Structure Abstract	Coherence Text	Structure Grammatical		
Nilai	3	3	3		
	2	2	2		
	1	1	1		

Note: A1: Abstract 1 (One)

Formula of Percentage

$$\frac{\text{Amount of aspects}}{3} = \text{Deviation \%}$$

Table 3.9.
Assessment based on the quality assessment model
translation (Accuracy)

No	Value	Category
1	2.51-3.00	Accurate
2	1.51-2.50	Less accurate
3	1.00-1.50	Not Accurate

Table 3.10.
Assessment based on the quality assessment model
translation (Acceptable)

No	Value	Category
1	2.51-3.00	Acceptable
2	1.51-2.50	Less Acceptable
3	1.00-1.50	Not Acceptable

Table 3.11.
Assessment based on the quality assessment model
translation (readability)

No	Value	Category
1	2.66-3.00	Easy to understand
2	1.66-2.33	Less Understandable
3	1.00-1.33	Difficult to understand

Adopted from Nababan, et al (2012).

F. Data Analysis Procedure

In line Flick, Sugiyono (2013, p.334) said,

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.

According to Miles and Huberman in Suptono (2006, p. 113-116) research the process of analyzing data used these steps:

1. Reduction is one of the quantitative data analysis techniques. Data reduction is a form of analysis that sharpens, classifies, directs, discards the unnecessary and organizes the data in such a way that the final conclusion can be retrieved. Reduction does not necessarily mean quantifying data. In this study, researchers classified and retrieved the necessary data only to facilitate the study. In this research, the researcher used abstract text of student's thesis IAIN Palangkaraya English Education Study Program academic year of 2013 who graduated in 2017 for analyzing translation quality.

2. In the data presentation, the researcher organized the information in such a way, and then arranges it in detail, complete, and clear in the form of narrative /description in a logical and systematic. Based on this description the researcher then made a conclusion research. Such information or data presentation includes: a) Abstract structure of ST (source text) and TT (target text), b) The level of text coherence; c) TS grammatical structure; d) Information from informants (rater) with respect to the quality of the translations produced about the level of accuracy, acceptability, and legibility.
3. Drawing and verifying conclusions, the third step in data analysis in quantitative research according to Miles and Huberman is conclusion and verification. In this study, researcher will collect data and analyze it. Data collected in the form of documentation (abstract text), information and information from the data source the assessment team (raters) describes the ST or TL abstract, TL coherence, grammatical structure of TL, and the raters' assessment. These data are then organized, classified according to each criterion. From the presentation of this data then researcher processed it and arranged a short understanding with the understanding in the form of description or logical and systematic description and supporting aspects and all existing events which then called the data reduction. Once completed, the researcher drew the conclusions based on all the things obtained during the data collection, and the notes in the field with respect to engineering variables and the quality of translation results.

But if the conclusions are made is still felt less steady, the researcher will do the verification by digging again existing data in field note and notes in the field, as well as the informants or raters.

G. Data Endorsements

1. Credibility in qualitative research concerns the truthfulness of the inquiry's findings. Credibility or truth value involves how well the researcher has an obligation to represent the realities of the research participants' as accurately as possible and must provide assurances in the report that this obligation was met. The term credibility in qualitative research is analogous to internal validity in quantitative research (Donal Ary, 2010, p. 498). The researcher use data triangulation to investigate whether the data collected with one procedure or instrument confirm data collected using a different procedure or instrument (Donal Ary, 2010, p. 499).

Triangulation of Data Sources, which is to extract data from several different data to retrieve similar / similar data. This is done to solidify the data that has been obtained no doubt the truth. For example, data on translation quality are extracted from the results of document analysis (content analysis), and informants from raters (translation welfare, translation experts, linguistics, and target readers). This triangulation is conducted to retrieve valid data (no doubt the validity) of some informants on the quality of translation with acceptance level, accuracy, and readability.

2. Dependability referst to making sure the process of analysis was explicits, traceable and the same for all steps (Donal Ary, 2010, p. 501). Dependability, in qualitative research, dependability test is also called reabilitas by conducting an audit of the whole process of research by supervisor. Where the field trail or analysis note from the researcher in the form of assessment indicator of raters as evidence of research field activity.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter discusses the results of research and discussion. As previously explained, the author examines the quality of the Abstract English education students at IAIN Palangkaraya. Sources of data from the study are thesis abstracts from the 2013 class year English education students who graduated in 2017. The abstract texts studied were 30 thesis abstracts written in English and Indonesian by 2013 class year English Language students who graduated in 2017.

A. Research Findings

Abstract one of the important parts in research is due to the fact that it is a type of short condensed text to represent the whole text. As one research that consists of some aspects such as introduction, objective, methodology, result / discussion, and conclusion, so that the abstract should cover those five aspects. However, in fact many abstracts do not have those five completely. Therefore, an abstract that should be written in 5 separated paragraphs, it is sometimes written in 4, 3, 2, or even 1 paragraph. Abstract texts that are used as objects in this study are brief summaries of research results (abstract text) written in English and Indonesian. The abstract texts studied were 30 Thesis Abstracts written in English and Indonesian by the 2013 class of English Language Students who graduated in 2017.

The data analysis conducted in this study includes: 1) Writing format of abstract thesis structure and number of abstract structures; 2) How is the quality of thesis abstract seen from the level of accuracy of thesis abstract text; Acceptability level; and Readability of the thesis abstract text.

1. Writing format of abstract thesis structure and number of abstract structures

a. Format Abstract Structure & Number of Paragraphs Each Thesis Abstract Text

To analyze the format of writing and the diversity of abstract texts this thesis is based on the abstract structure proposed by Owen D. Williamson (2008) and Koopman (1997). As explained in the previous section, a good abstract text structure should have 5 (five) main points, namely: 1) Introduction, 2) aims / objectives, 3) methodology, 4) results, 5) conclusion, and strengthened by 1 (one) other supporting aspect, namely in the form of coherence so that the integrity of the text is truly maintained.

Introduction is the reason for the importance of the problem raised for research. Aims, namely the problem raised, which is usually expressed in the formulation of the problem, purpose and hypothesis. Approach, which is the methodology or approach used in analyzing existing data to obtain the expected findings. Results, namely answers / findings on the formulation of the problem presented.

Conclusion, namely the conclusions and their implications for the findings/answers from the formulation of the problem. While text coherence is the link and attachment between sentences one with other sentences, and paragraphs from one another, which is usually characterized by grammatical cohesion (grammatical cohesion) and proper lexical cohesion (lexical cohesion)

Furthermore, the format of writing thesis abstract text based on the diversity of abstract structures and the number of paragraphs in each abstract text can be seen in table 4.1. In addition to these two things, this table also shows tabulations and percentages of the format of writing abstract text, number of paragraphs, and the abstract structure of each dissertation abstract text.

Table 4.1
Format Abstract Structure & Number of Paragraphs Each Thesis Abstract Text

No. Data	Introduction	Aims	Methodology	Result	Conclusion	Number of Paragraph
UG 1	-	√	√	√	-	3
UG 2	-	√	√	√	-	3
UG 3	√	√	√	√	-	3
UG 4	-	√	√	√	-	3
UG 5	-	√	√	√	-	4
UG 6	-	√	√	√	√	2
UG 7	-	√	√	√	-	4
UG 8	-	√	√	√	-	4
UG 9	-	√	√	√	-	3
UG 10	-	√	√	√	-	3
UG 11	√	√	√	√	√	3
UG 12	√	√	√	√	-	3
UG 13	√	√	√	-	√	3
UG 14	-	√	√	√	-	3
UG 15	-	√	√	√	√	3
UG 16	√	√	√	√	-	3

UG 17	-	√	√	√	-	3
UG 18	-	√	√	√	-	3
UG 19	-	√	√	√	-	3
UG 20	√	√	√	√	√	2
UG 21	-	√	√	√	-	4
UG 22	-	√	√	√	-	3
UG 23	√	√	√	√	-	3
UG 24	-	√	√	√	-	3
UG 25	-	√	√	√	-	4
UG 26	-	√	√	√	-	3
UG 27	-	√	√	√	√	3
UG 28	-	√	√	√	-	3
UG 29	-	√	√	√	-	3
UG 30	-	√	√	√	√	3
Deviation %	76, 666 %	0 %	0 %	0 %	76,666 %	

b. Abstract Text Analysis based on abstract structure and number of paragraphs

30 (thirty) accurate abstract texts, there is a diversity of writing in terms of abstract structure and number of paragraphs. Abstrak who had written 2 (two) paragraphs, 3 (three) paragraphs and 4 (four) paragraphs.

No. Data	Total Paragraphs	Percentage
UG 6 and UG 20	2	6.66%
UG 1- UG 2- UG 3- UG 4- UG 9- UG 10- UG 11- UG 12- UG 13-UG 14- UG 15- UG 16- UG 17- UG 18- UG 19- UG 22- UG 18- UG24- UG 26-UG 27- UG 28-UG 29-UG 30	3	76.66%
UG 5- UG 7- UG 8- UG 21 and UG 25	4	16.66%

1) Abstract Text only has two paragraphs

From 30 (thirty) abstract texts there are two abstract texts or about 6.66% only have 2 paragraphs, namely abstract data no. UG6 and UG20. Both of these abstract texts are only written in two paragraphs although they contain more than 3 (three) abstract structures. Abstract data no. UG 6 has 4 (four) abstract structures, namely, aims method, result and conclusion.

While abstract UG 20 has five abstract structures that should be according to the abstract structure proposed by Owen D. Williamson (2008) and Koopman (1997) namely, introduction, aims, methodology, result and conclusion. Abstract UG 6 is categorized as not good or not acceptable because it does not have one of the abstract structures of the five abstract structures that should be, there are aims and methods in the first paragraph, then rewrite the method in the second paragraph with the results and conclusions. Abstract structure data no. UG 6 is not written separately into 5 (five) paragraphs but combined into 2 (two) paragraphs. Meanwhile, abstract data no. UG 20 is categorized as not good or less acceptable even though there are 5 (five) abstract structures namely, Introduction, aims and methodology written in the first paragraph, the result and conclusion are in the second paragraph.

This is because it is not written separately per paragraph even though it has 5 (five) abstract structures that should be so that it has a good, clear, and sequential level of coherence. The following is an

example of data number no. UG 20 abstract texts written in 2 (two) paragraphs:

Prgrh	SL	TL
1	<p>Keywords: analysis, relevance, materials, student book, think globally act locally, 2013 curriculum</p> <p>Textbook is one of the learning materials that can be used by teacher and students in order to help the teaching and learning process in the classroom. Textbook must be in line with the components stated in curriculum. An analysis to a textbook is needed, moreover after the new curriculum was launched. The object of the study is student english textbook entitled "Think Globally Act Locally" published by the Ministry of Education and Culture Indonesia. This study was designed in descriptive qualitative research because the object of the study was a documented book. Moreover, as the data was in the form of words and documents, so the data were analysed qualitatively. The researcher also conducted the analysis of textbook based on theory of Bloom's Taxonomy Level which has three Domain and applied in 2013 curriculum in order to more focus on it relevancy with materials in the textbook. The instrument</p>	<p>Kata Kunci: analisis, kesesuaian, materi, buku siswa, think globally act locally, kurikulum 2013</p> <p>Buku teks adalah salah satu materi pembelajaran yang dapat digunakan oleh guru dan siswa untuk membantu dalam kegiatan belajar dan mengajar di kelas. Buku teks harus memiliki komponen-komponen yang tercantum dalam kurikulum. Analisis untuk buku teks sangat diperlukan, apalagi setelah penggunaan kurikulum terbaru. Penelitian ini disusun menggunakan dengan penelitian kualitatif karena objek penelitiannya ialah buku dokumentasi. Maka dari itu, data yang dihasilkan dalam bentuk kata dan dokumentasi. Jadi, data yang di analisis secara kualitatif. Penulis juga melakukan analisis terhadap buku berdasarkan teori Taxonomy Bloom yang memiliki tiga aspek skill yang diterapkan di Kurikulum 2013 agar lebih penelitian ini lebih fokus dalam memeliti kesesuaiannya terhadap kurikulum. Instrument yang digunakan untuk mengumpulkan data ialah observasi dalam bentuk checklist. Berdasarkan latar belakang tersebut, penelitian ini menyusun: 1) Menganalisis kesesuaian materi dengan aspek kognitif yang terdapat di kompetensi dasar kurikulum 2013; 2) menganalisis kesesuaian materi dengan aspek psikomotor yang terdapat di kompetensi dasar kurikulum 2013.</p>

	<p>used to collect the data is observation in the form of checklists. Based on the background of the case above, this study is conducted: 1) to analyze the relevance of the materials with the cognitive aspects which are contained in the 2013 English Curriculum competence. 2) to analyze the relevance of the materials with the psychomotor aspects which are contained in the 2013 English Curriculum competence.</p>	
2	<p>The result of this study showed that in term of the relevancy of the materials in the textbook with the cognitive domain, there are 25 materials in the book which are relevant or about 72%, 3 materials which are partly relevant or about 12 %, and 4 materials which are irrelevant or about 16 %. While in term of relevancy of the materials in the textbook with the psychomotor domain, there are 33 materials in the book which are relevant or about 72%, 3 materials which are partly relevant or about 9.0%, and 4 materials which are irrelevant or about 12%. Then, according the result of the study the researcher concluded that both cognitive and psychomotor almost has the same conformity category “Fair” of relevance materials because these domain are connected each other in teaching and learning</p>	<p>Hasil dari penelitian menunjukkan bahwa kesesuaian materi di dalam buku teks baik dalam segi kognitif dan psikomotor. Ada 25 materi yang sesuai sekitar 72%, 3 materi bersifat sebagian sesuai sekitar 12%, dan 4 materi tidak sesuai sekitar 16%. Sementara itu, dalam hal kesesuaian materi buku teks dengan psikomotor, ada Ada 33 materi yang sesuai sekitar 72.72 %, 3 materi bersifat sebagian sesuai sekitar 9.09%, dan 4 materi tidak sesuai sekitar 12.12%. kemudian, berdasarkan hasil penelitian penulis menyimpulkan bahwa baik cognitive maupun psikomotor hampir memiliki hasil kesesuaian dengan kategori “Fair” karena kedua domain tersebut saling terhubung sama lain dalam pelaksanaan proses kegiatan belajar dan mengajar. Tetapi, berdasarkan hasil analisis textbook menggunakan teori taxonomy bloom level, diketahui bahwa baik level aspek kognitif dan psikomotor memiliki kesesuaian yang kurang dengan kurikulum 2013 karena kebanyakan materi di dalam buku tidak memenuhi level-level yang terdapat dalam level taxonomy Blom. Maka demikian dapat disimpulkan bahawa materi di dalam</p>

<p>process. However, according to the result of analysis textbook based on Taxonomy Bloom, it is shown that both the activity of Cognitive and Psychomotor Domain Levels are less its relevance to as two of three aspects of 2013 curriculum in the textbook because most of materials in the textbook not required the level analysis in Bloom's Taxonomy. Thus, it can be concluded that the materials in this textbook materials are enough relevant with 2013 curriculum, but the materials are still applied the low level in <i>Thinking Order Skills</i> of the cognitive and the psychomotor aspects.</p>	<p>buku tersebut cukup relevant dengan kurikulum 2013, tetapi materi tersebut masih menerapkann level-level terendah dalam <i>Thinking Order Skills</i> terutama dalam aspek kognitif dan psikomotor.</p>
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2) Abstract Text which has 3 (three) paragraphs

There are 23 (twenty-three) abstract texts or 76.67% which are composed of 3 (three) paragraphs, namely, abstract data no. UG 1- UG 2- UG 3- UG 4- UG 9- UG 10- UG 11- UG 12- UG 13-UG 14- UG 15- UG 16- UG 17- UG 18- UG 19- UG 22- UG 18- UG24- UG 26-UG 27- UG 28-UG 29-UG 30. Twenty-three abstract texts, although equally arranged in 3 (three) paragraphs, have different abstract structure formats.

The abstracts written in three paragraphs with the same abstract structure, aims are written in the first paragraph, methodology is in the second paragraph, and the results are written in the third or last pargarf

abstract data no. UG 1- UG 2- UG 4- UG 9- UG 10-UG 14- UG 17- UG 18- UG 22- UG 24- UG 26- UG 27- UG 28 and UG 29.

Abstract data no. UG 2- UG 4- UG 9- UG 10- UG 17- UG 18- UG 24- UG 26- UG 27 and UG 29 written in 3 (three) paragraphs but the abstract structure is written separately, that is aims written in paragraph first, the method is in the second paragraph and the result is in the third paragraph last. This is abstract data no. UG 2- UG 4- UG 9- UG 10-UG 17- UG 18- UG 24- UG 26- UG 27 and UG 29 are categorized as not good or unacceptable because there are only 3 (three) abstract structures from 5 (five) paragraph that should be.

Two abstract texts' data no. UG1 and UG 14 are written in 3 (three) paragraphs but the location of the abstract structure in the paragraph is different, the aims and methodology written in the first paragraph, the result is in the second paragraph and the third or final paragraph is found suggestion. Abstract data no. UG1 and UG 14 are categorized as abstract that is not good because there are less than five abstract structures that should be. Meanwhile, abstract data no. UG 22 is written in 3 (three) paragraphs but the location of the abstract structure is different, namely aims and methodology, written in the first paragraph, then in the second paragraph, the methodology is written again and in the last paragraph there is the result.

Next abstract data no. UG 28 is written in 3 (three) paragraphs, the method and aims are written in the first paragraph, then in the second

paragraph the methodology is rewritten, and the result is in the third paragraph. Both abstracts are data no. 22 and UG 28 are not categorized as good because there are less than five abstract structures that should be, not clear, and not sequential.

Furthermore, 4 (four) abstract texts written in 3 paragraphs with abstract structure and the same location in paragraphs are abstract data no. UG 3- UG 12-UG 16 and UG 23 with 4 abstract structures such as introduction and aims located in the first paragraph, methodology in the second paragraph and results are in the third or final paragraph. Then 3 (three) abstract texts written in 3 paragraphs with the same abstract structure namely, aims, methodology, result and conclusion contained in the abstract data UG 15 UG 19 and UG 30 but the location of the abstract structure is different in each paragraph. Abstract data no. UG 15 and UG 30 in the first paragraph have aims, methodology written in the second paragraph and the result is in the third paragraph or last. Whereas, abstract data no. UG 19, aims written in the first paragraph, then rewritten in the second paragraph with methodology, the result and conclusion are in the third or last paragraph.

Abstract data no. UG 15-UG 19-UG 30 is categorized as not good because there are less than five abstract structures that should be, not clear, and not sequential and only three paragraphs. While abstract data no UG 11 has 5 (five) abstract structures that should be but with only 3 paragraphs.

In the first paragraph there is an introduction, aims and methodology, then in the second paragraph is written again methodology and the third or final paragraph there are results and conclusions. Although abstract data no. 11 has 5 (five) abstract structures that should be but the abstract structure is not written separately into five paragraphs but merged into three paragraphs. This is abstract data no. UG 11 is categorized as not good or not acceptable.

Next, abstract data no. UG 13 is composed of 3 (three) paragraphs with 3 (three) abstract structures namely, aims, methodology and conclusion which are written in different paragraphs. Abstract data no.UG 13 is categorized as abstract not well. This is because the number of abstract and paragraph structures are less than five abstract structures that should be. In addition, the number of paragraphs is only 3 paragraphs. Thus, a good abstract text should consist of 5 (five paragraphs) which each paragraph presents only an abstract structure.

The following is an example of data number no. UG 11 abstract text written 3 (three) paragraphs but has 5 (five) abstract structures:

Pgrh	SL	TL
1	<p>Key words: word learning strategy, vocabulary self-collection strategy, vocabulary mastery.</p> <p>A good learning strategy is required by the students to help them in acquiring, extending, and developing their English vocabulary knowledge. This</p>	<p>Kata kunci: strategi pembelajaran kata, vocabulary self-collection strategy, penguasaan kosakata.</p> <p>Strategi pembelajaran kosakata yang baik dibutuhkan oleh pembelajar untuk mereka dalam memperoleh, memperluas, dan mengembangkan pengetahuan kosakata bahasa inggris mereka. Penelitian ini bertujuan untuk</p>

	<p>study is aimed to measure the effect of vocabulary self-collection strategy on vocabulary mastery and students' perceptions on the use of vocabulary self-collection strategy in English vocabulary learning classroom. The study was conducted at SMP Muhammadiyah Palangka Raya was used quantitative approach. The design of the study was quasi-experimental design, where the writer used nonrandomized control group pre-test post-test design with a kind of treatment.</p>	<p>mengukur pengaruh vocabulary self-collection strategy pada penguasaan kosakata dan mengetahui pendapat para pembelajar tentang vocabulary self-collection strategy dalam pembelajaran kosakata di kelas. Penelitian ini dilakukan di SMP Muhammadiyah Palangka Raya dengan menggunakan pendekatan kuantitatif. Rancangan penelitian ini adalah desain kuasi eksperimental, dimana penulis menggunakan rancangan pre-test post-test kelompok nonrandomized control dengan jenis perlakuan.</p>
2	<p>The population of the study was the whole students of the seventh grade students at SMP Muhammadiyah Palangka Raya with the total number of the students were 44 students. They directly becoming subject of study namely VII A as experimental group (taught by vocabulary self-collection strategy) with the total number of 23 students and VII C as control group (taught without vocabulary self-collection strategy) with the total number of 21 students. The sample of the study was determined using cluster sampling technique.</p>	<p>Populasi penelitian adalah seluruh siswa kelas tujuh SMP Muhammadiyah Palangka Raya dengan jumlah sebanyak 44 siswa. Mereka langsung menjadi subyek penelitian yaitu kelas VII-A sebagai kelompok eksperimen (diajarkan dengan strategi pengumpulan kosakata) dengan jumlah 23 siswa dan kelas VII-C sebagai kelompok kontrol (diajarkan tanpa strategi pengumpulan kosakata) dengan jumlah 21 siswa. Sampel penelitian ditentukan dengan teknik cluster sampling.</p>
3	<p>The result of t test using manual calculation showed that the calculated value (t_{observed}) was greater than t_{table} at 5% and 1% significance level or 2.000 <3.325> 2.660. The result of t-test using SPSS 16.0 calculation indicated that the calculated value (t_{observed}) was also greater t_{table} at 5% and 1% significance level or 2.000 <3.061> 2.660.</p>	<p>Hasil uji t dengan hitungan manual menunjukkan bahwa nilai hitungan (t_{observed}) lebih besar dari t_{tabel} pada tingkat signifikansi 5% dan 1% atau 2.000 <3.325> 2.660. Hasil uji t dengan menggunakan hitungan SPSS 16.0 menunjukkan bahwa nilai yang dihitung (t_{observed}) juga lebih besar dari t_{tabel} pada tingkat signifikansi 5% dan 1% atau 2.000 <3.061> 2.660. Hal ini menunjukkan bahwa hipotesis</p>

<p>This indicated that the alternative hypotheses stating that the vocabulary self-collection strategy increases the students' English scores for the seventh grade students at SMP Muhammadiyah Palangka Raya was accepted and the null hypotheses stating that the vocabulary self-collection strategy does not increased the students' English scores for the seventh grade students at SMP Muhammadiyah Palangka Raya was rejected. The application of vocabulary self-collection strategy was positively correlated to the experimental class which was indicated by the students' perceptions. Based on the results of the study, it was shown that the vocabulary self-collection strategy gives effect on vocabulary mastery at the seventh grade students at SMP Muhammadiyah Palangka Raya.</p>	<p>alternatif yang menyatakan bahwa vocabulary self-collection strategy meningkatkan nilai Bahasa Inggris siswa kelas tujuh di SMP Muhammadiyah Palangka Raya telah diterima dan hipotesis nol yang menyatakan bahwa vocabulary self-collection strategy tidak meningkatkan nilai bahasa Inggris siswa kelas tujuh di SMP Muhammadiyah Palangka Raya ditolak. Penerapan dari vocabulary self-collection strategy ditanggapi secara positif oleh pembelajar kelompok eksperimen dilihat dari persepsi siswa. Berdasarkan hasil penelitian, dapat dilihat bahwa vocabulary self-collection strategy memberi efek pada penguasaan kosakata pada siswa kelas tujuh di SMP Muhammadiyah Palangka Raya.</p>
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3) Abstract text that has 4 paragraphs

There are 5 (five) abstract texts or 16.66% which are composed of 4 (four) paragraphs. Abstract data no. UG 5- UG 7- UG 8- UG 21 and UG 25 although the same is written with 4 (four) paragraphs but the abstract structure is different in each paragraph.

Abstract data no. UG 5- UG 7- UG 8 has 3 (three) abstract structures namely, aims, methodology and result then there are suggestions in it. The first paragraph contains aims, the second

paragraph contains methodology and in the third paragraph there are results and suggestions contained in the fourth or last paragraph.

Although abstract data no. UG 5- UG 7- UG 8 has 4 parts but the abstract structure is less than 5 (five) abstract structures which should only have 3 abstract structures added with suggestions. The three abstracts above are categorized as abstract that is not good or not acceptable because a good abstract text should consist of 5 (five paragraphs) that each paragraph presents an abstract structure only. Meanwhile, abstract data no. UG 21 is arranged in 4 (four) paragraphs with 3 (three) abstract structures namely, goals are written in the first paragraph, methodology is written in the second and third paragraphs, then the results are written in paragraph 4 (four) or end. Furthermore, the data number UG 25 is composed of 4 (four) paragraphs but there are 3 (three) abstract structures.

In the first paragraph there is an aim, then in the second paragraph there is methodology, then the third and fourth paragraphs have results.

Abstract UG 21 and UG 25 data is categorized as abstract not good because it has an abstract structure of less than 5 (five) abstract structures that should be written even though 4 paragraphs are written but there are only 3 (three) abstract structures.

The following is an example of data number no. UG 5 abstract text which is written 4 (four) paragraphs but has 3 (three) abstract structures that are added with suggestions in it:

Prgh	SL	TL
1	<p>Key Words: Effectiveness, Suggestopedia, Reading Motivation, Reading Comprehension</p> <p>This study was aimed to investigating :(1)To measure the effect of suggestopedia toward students reading motivation at second grade of MTs Darul Amin Palangka Raya. (2) To measure the effect of suggestopedia toward reading comprehension at second grade of MTs Darul Amin Palangka Raya.(3) To measure the effect of suggestopedia method toward students reading motivation and reading comprehension at second grade of MTs Darul Amin Palangka Raya.</p>	<p>Key Words: Efektivitas, Suggestopedia, Motivasi Membaca, Pemahaman Membaca</p> <p>Penelitian ini bertujuan untuk menginvestigasi: (1) Untuk mengukur pengaruh metode suggestopedia terhadap motivasi membaca siswa kelas dua di MTs Darul Amin Palangka Raya. (2) Untuk mengukur pengaruh metode suggestopedia terhadap pemahaman membaca siswa kelas dua di MTs Darul Amin Palangka Raya.(3) Untuk mengukur pengaruh metode suggestopedia terhadap motivasi membaca dan pemahaman membaca siswa kelas dua di MTs Darul Amin Palangka Raya.</p>
2	<p>The study includes in quantitative research with Quasi-Experimental Design. For the data collection, it was instrument such as questionnaire, test and documentation. The population of the research were the second grade students of MTs Darul Amin Palangka Raya which consist of 106 students. The writer used clustering sampling technique in this study and took two classes, they were A class as experimental group and B class as control group. After getting the data were from questionnaire, pretest and posttest, the writer used One-Way ANOVA to analyze the data and the result showed that there was significant differences among groups after doing the treatment</p>	<p>Penelitian ini termasuk tipe kuantitatif dengan desain Quasi-Eksperimen. Untuk pengumpulan data, instrument yang di butuhkan seperti angket, tes dan dokumentasi. Populasi dari penelitian ini adalah siswa kelas dua di MTs Darul Amin Palangka Raya dengan jumlah 106 siswa. Penulis menggunakan teknik clustering sampling dalam penelitian ini dan mengambil dua kelas, yakni kelas A sebagai grup eksperimen dan B sebagai group control. Setelah mendapatkan data dari angket, Pre-test dan post-test. Penulis menggunakan ANOVA satu arah dalam menganalisis data, dan hasilnya menunjukkan bahwa ada perbedaan yang sangat</p>

	with F_{value} was higher than $F_{\text{table}} (9.800 \geq 3.18)$.	signifikan antar kelompok setelah dilakukannya perlakuan dengan F_{hitung} lebih tinggi dari $F_{\text{tabel}} (9.800 \geq 3.18)$.
3	<p>The study showed result (a) Reading motivation of experiment class showed the significant value ($0.001 \text{ lower} \leq 0.05$). It meant that there was significant effect of suggestopedia method toward students' reading motivation; (b) Reading comprehension of experiment class showed the significant value ($0.001 \text{ lower} \leq 0.05$). It meant that there was significant effect of suggestopedia method toward students' reading comprehension. (c) There is no different effect between reading motivation and reading comprehension, the use of suggestopedia were effective in improving students' reading motivation and reading comprehension. It was based on the calculation showed that the significant value was higher than alpha ($870 \geq 0.05$).</p>	<p>Penelitian ini menunjukkan hasil (a) Motivasi membaca siswa kelas eksperimen menunjukan hasil yang signifikan, dengan nilai signifikan lebih rendah dari alpha ($0.001 \leq 0,05$); yang artinya amengajar dengan menggunakan metode suggestopedia memberikan pengaruh yang signifikan terhadap motivasi membaca siswa; (b) Pemahaman membaca siswa kelas eksperimen menunjukan hasil yang signifikan, dengan nilai signifikan lebih rendah dari alpha ($0.001 \leq 0,05$), yang artinya mengajar dengan menggunakan metode suggestopedia memberikan pengaruh yang signifikan terhadap pemahaman membaca siswa; (c) Tidak ada pengaruh yang berbeda antara motivasi membaca dan pemahaman membacasiswa. Hal ini didasarkan pada perhitungan menunjukkan bahwa nilai signifikan lebih tinggi dari alpha ($870 \geq 0,05$).</p>
4	Based on the result, it was recommended to the students to increase their motivation and reading comprehension, for a teacher should apply suggestopedia method in teaching reading generally and increasing student's motivation especially.	Berdasarkan hasil penelitian diatas, maka dianjurkan kepada siswa untuk menggunakan metode suggestopedia ini dalam upaya meningkatkan motivasi membaca dan pemhaman membaca siswa. Strategi ini juga dianjurkan untuk guru dalam tahap belajar mengajar membaca dikelas dan untuk menambah motivasi siswa.

2. Quality Analysis of Abstract Thesis 2013 English Students who graduated in 2017 IAIN Palangkaraya from the level of Accuracy, Acceptance and Readability.

a. Abstract Text Analysis based on accuracy

In the previous section, according to Sukimiryadi (2014, p. 39-40) said "Accuracy is translated into text. Therefore, accuracy is closely related to the correspondence between SL and TL. Thus the translated text is "To be accurate if the SL text message can be fully conveyed into TL." Related to the accuracy of the translation of thesis abstract text in English. As an instrument to analyze data, the author uses a scoring system that starts from 1: meaning inaccurate or deviate from the target language, the value 2: less accurate or less save from the target language, and the value 3: Accurate or commensurate or not deviate from the target language. To determine the accuracy of the results of the translation of the thesis abstract text the writer involved two lecturers, namely translation lecturers and the authors themselves. Each rater provides an assessment of each data provided by the author through an assessment indicator.

The data in question is the thesis abstract text for each data that each paragraph has an assessment indicator. Thus, if the abstract text has 5 (five) paragraphs, the abstract text has 5 (five) indicators of assessment for each paragraph and then summed up and averaged. Furthermore, this value will be used as a measuring tool to describe

and explain the translation of abstract text in detail because the assessment is focused on the accuracy of the text or does not deviate from the target language and its grammatic structure.

The following are the mean values of accuracy given by the two raters can be seen in table 4.2 below:

Table 4.2

Overall Average Value (Rt 1 and 2) Accuracy level of text Thesis Abstract

No. Data	Rater 1	Rater 2	Total	Average
UG 1	1.00	2.16	3.16	1.58
UG 2	1.50	1.50	2.83	1.41
UG 3	1.66	1.50	3.16	1.58
UG 4	1.33	1.83	3.16	1.58
UG 5	1.62	1.87	3.49	1.74
UG 6	1.25	1.25	2.50	1.25
UG 7	1.62	2.12	3.4	1.87
UG 8	2.00	1.87	3.87	1.93
UG 9	1.50	1.33	2.83	1.41
UG 10	1.66	1.66	3.32	1.66
UG 11	1.83	2.00	3.83	1.91
UG 12	1.66	1.83	3.49	1.74
UG 13	2.16	1.66	3.82	1.91
UG 14	2.16	1.33	3.49	1.74
UG 15	3.00	2.50	5.50	1.75
UG 16	1.66	1.66	3.32	1.66
UG 17	1.16	1.66	2.83	1.41
UG 18	1.50	2.00	3.50	1.75
UG 19	1.50	1.50	3.00	1.50
UG 20	1.00	1.25	2.50	1.12
UG 21	1.50	1.87	3.37	1.68
UG 22	1.66	1.66	3.32	1.66
UG 23	2.16	2.33	4.49	2.24
UG 24	1.50	1.66	3.16	1.58
UG 25	1.37	1.37	2.74	1.37
UG 26	1.50	1.50	3.00	1.50
UG 27	2.83	2.50	5.33	2.66
UG 28	1.16	1.00	2.16	1.08
UG 29	1.00	1.00	2.00	1.00
UG 30	2.16	2.16	4.32	2.16

The table above shows that the average assessment results for the accuracy level of the thesis abstract translation text are very diverse. However, the difference in value between data on and other data is relatively small. Based on the results of the mean assessment conducted by the two raters, 2 (two) abstract texts were obtained with values of 1 2.51-3.00 namely: UG 15 and UG 27 with the category accurate.. Obtained 18 (eighteen) abstract texts with a value of '1.51-2.50' namely: UG1-UG3-UG4-UG5-UG7-UG8-UG10-UG11-UG12-UG13-UG14-UG16-UG18-UG21-UG22 - UG23- UG24- UG30 with the category Less Accurate. Furthermore, obtained 10 (ten) abstract texts with a value of 00 1.00-1.50, namely: UG2- UG6- UG9- UG17- UG19- UG20- UG26- UG28- UG29- with the category *Not Good*.

Table 4.3
Classification, Categories, Average and Percentage of Accuracy of Thesis Abstract Text.

Value	No. Data	Categories	Amount	Percentage
2.51-3.00	UG15-UG 27	Accurate	2	6.66 %
1.51-2.50	UG1- UG3 UG4- UG5- UG7- UG8- UG10- UG11- UG12- UG13- UG14- UG16- UG18- UG21- UG22- UG23- UG24- UG30	Less accurate	18	60 %
1.00- 1.50	UG2- UG6- UG17- UG19- UG20- UG25- UG28- UG29	Not accurate	10	33.33 %

Based on the results that have been done by the two raters, the average level of accuracy of thesis abstract text as in table 4.3 above shows that 2 (two) abstract texts or 6.66% who get the category of *accurate* text 18 (eight) abstract texts or 60% who get text category *less accurate* and 10 (ten) abstract texts or 33.33% who got the category *not accurate*. This is because all abstract texts from the second rater assessment are not so low.

The following are a number of abstract texts with the mean results made by the two raters with errors in writing sentences that will affect the level of accuracy and structure of grammatical. Therefore, below this assessment analysis is given both rater 3 (three) categories to be clearer

- 1) Based on table 4.3 above, out of 30 (thirty) abstract texts it is known that the highest score with the *accurate* category is only 2 (two) abstract texts or about 6.66%, namely: UG15 and UG17 data no. Data no. UG15 has an average final value of both raters 2.75 in generally; each paragraph of the abstract text has an accurate, commensurate, or not deviating from the target language. Then the grammatical structure of abstract text as a whole does not get a single error 'tense 'in the sentence. Meanwhile, data no. UG27 has the final score or mean of the two raters, which are 2.66. Generally, each paragraph of the abstract text has an accurate meaning, meaning that it does not deviate from the target language.

Then, the grammatical structure only has a few words in the wrong sentence that affects the tense, but the grammatic structure still good enough. Thus, the abstract text data no. UG15 and UG27 are said to be *accurate*. The following are examples of abstract texts UG15 and UG27 with mean values of 2.51-3.00.

(1) Examples of abstract text with the category accurate data no. UG15:

2.75, namely:

Pgrh	SL	TL
1	<p>Keywords: <i>language learning strategies, mixed method, TOEFL.</i></p> <p>This research was aimed at finding the language learning strategies dominantly applied by male and female students of English study program academic year 2014/2015, then describing them in genders' perspective. Also, this research was aimed at knowing the correlation between language learning strategies and TOEFL score achievement.</p>	<p>Keywords: <i>Strategi belajar bahasa, metode campuran, TOEFL skor</i></p> <p>Penelitian ini bertujuan untuk menemukan strategi belajar bahasa yang sering diterapkan oleh mahasiswa laki-laki dan perempuan prodi bahasa inggris tahun angkatan 2014/2015, lalu mendeskripsikan strategi belajar bahasa yang diterapkan tersebut dalam sudut pandang gender. Selanjutnya, penelitian ini juga bertujuan untuk mengetahui hubungan antara strategi belajar bahasa dengan skor TOEFL.</p>
2	<p>This research was mixed method research with triangulation design convergence model. To collect the data, some instruments were used, such as, (1) questionnaire, (2) interview, and (3) documentation. To analyze the data, some techniques were used, as follow, (1) data reduction, (2) data display, (3) data transformation, (4) data correlation, (5) data consolidation, and (6) data integration. The population of</p>	<p>Penelitian ini menggunakan metode gabungan dengan desain triangulasi model konvergensi. Untuk mengumpulkan data, penulis menggunakan beberapa instrumen, antara lain, (1) angket, (2) wawancara, dan (3) dokumentasi. Dalam menganalisis data, penulis menggunakan beberapa teknik, yaitu, (1) <i>data reduction</i>, (2) <i>data display</i>, (3) <i>data transformation</i>, (4) <i>data correlation</i>, (5) <i>data consolidation</i>, and (6) <i>data</i></p>

	this research was 51 students who enrolled in TOEFL training.	<i>integration</i> . Adapun populasi dari penelitian ini yaitu 51 mahasiswa pendidikan bahasa Inggris yang terdaftar dalam pelatihan TOEFL.
3	<p>The results showed that: (1) Cognitive strategy is the strategy dominantly applied by both male and female in learning the target language. (2) Indirect strategies included as the strategies which were generally used both by male and female students (3) The calculation revealed that r_{xy} was higher than r_{table} ($0.253 > 0.232$). As the result, H_a stating that there was correlation between language learning strategies and TOEFL score was accepted and H_o stating there was no correlation between language learning strategies and TOEFL score was rejected. Based on the calculation, language learning strategies gave 6.4% contribution to TOEFL score. So, it can be said that there was positive weak correlation between language learning strategies and TOEFL score. It indicated that language learning strategies were only fractional factors in determining TOEFL score.</p>	<p>Hasil penelitian menunjukkan bahwa, (1) <i>Cognitive strategies</i> merupakan strategi yang sering digunakan oleh mahasiswa laki-laki dan mahasiswa perempuan dalam proses pembelajaran bahasa target. (2) <i>Indirect strategies</i> merupakan strategy yang umumnya digunakan oleh mahasiswa laki-laki dan mahasiswa perempuan. (3) Hasil perhitungan korelasi menunjukkan bahwa $r_{xy} > r_{tabel}$ ($0.253 > 0.232$). Sehingga H_a yang menyatakan bahwa adanya korelasi antara strategi belajar bahasa dan hasil TOEFL skor diterima dan H_o yang menyatakan bahwa tidak ada korelasi antara strategi belajar bahasa dan hasil TOEFL skor ditolak. Berdasarkan perhitungan, strategi belajar bahasa memberikan kontribusi sebesar 6.4% terhadap skor TOEFL. Sehingga, ada hubungan positif dengan tingkat hubungan lemah antara strategi belajar bahasa dan hasil TOEFL skor.</p>

(2) Examples of abstract text with the accurate category data no.

UG15: 2.66, namely:

Prgrh	SL	TL
1	<p>Key words: small group discussion, speaking skill, speaking anxiety</p> <p>The purpose of this study were (a) to measure the effect of using small group discussion</p>	<p>Kata Kunci: diskusi kelompok kecil, keterampilan berbicara, kecemasan berbicara</p> <p>Tujuan dari penelittian ini adalah (a) untuk mengukur efek dari penggunaan diskusi kelompok kecil pada</p>

	<p>on students' speaking skill; (b) to measure the effect of using small group discussion on students speaking anxiety; (c) to measure the effect of using small group discussion on students speaking skill and speaking anxiety.</p>	<p>keterampilan berbicara mahasiswa; (b) untuk mengukur efek dari penggunaan diskusi kelompok kecil pada kecemasan berbicara mahasiswa; (c) untuk mengukur efek dari penggunaan diskusi kelompok kecil pada keterampilan berbicara dan kecemasan berbicara mahasiswa.</p>
2	<p>The researcher used quantitative approach with quasi-experimental design. The population of the study were the third semester students of English Education Study program at IAIN Palangka Raya. The researcher used clustering sampling and took two classes; they were speaking class A as control class and speaking class B as experimental class. Before doing the treatment, the students in experimental class were given the pretest. Then, the students taught by using small group discussion technique. At the end of the treatment, the students were given a posttest. To examine the hypothesis, One-Way ANOVA was used to analyze the data.</p>	<p>Peneliti menggunakan pendekatan kuantitatif dengan desain eksperimen semu. Populasi dari penelitian adalah mahasiswa semester tiga dari program studi Bahasa Inggris di IAIN Palangka Raya. Peneliti menggunakan clustering sampling dan mengambil dua kelas; yaitu speaking kelas A sebagai kelas kontrol dan kelas speaking B sebagai kelas eksperimen. Sebelum melakukan percobaan, mahasiswa dikelas eksperimen diberikan pretest. Kemudian, diajarkan menggunakan teknik diskusi kelompok kecil. Diakhir percobaan, mahasiswa diberikan posttest. Untuk menguji hipotesis, ANOVA satu arah digunakan untuk menganalisis data.</p>
3	<p>The result of data analysis was in multivariate test, F_{value} was 5.085 and F_{table} was 3.22, F_{value} was higher than F_{table} ($5.085 > 3.22$), and with significant level was lower than alpha (α) ($0.004 < 0.05$). It can be concluded that there was significant effect among scores of pretest, posttest, and anxiety. Then using the effect sizes by Cohen (1988), small group discussion has small effect sizes (0.271). Next, the</p>	<p>Hasil dari analisis di multivariat test, F_{nilai} adalah 5.085 dan F_{tabel} adalah 3.22, F_{nilai} lebih tinggi dari F_{tabel} ($5.085 > 3.22$), dan dengan level signifikan lebih rendah dari alpha (α) ($0.004 < 0.05$). itu dapat disimpulkan bahwa ada signifikan efek antara nilai pretest, posttest dan kecemasan. Kemudian menggunakan tolak ukur dari Cohen (1988), itu menampilkan bahwa diskusi kelompok kecil memiliki ukuran pengaruh kecil (0.271). Selanjutnya, peneliti menerapkan Post Hoc untuk</p>

<p>researcher applied Post Hoc Test to answer the research problem, and the result showed that (a) speaking skill of experimental class showed the significant value ($0.00 < 0.05$), it means that there was significant effect of small group discussion toward students' speaking skill; (b) speaking anxiety of experimental class showed the significant value ($0.00 < 0.05$), it means that there was significant effect of small group discussion toward students' speaking anxiety; (c) there was no different effect between speaking skill and speaking anxiety, the use of small group discussion were effective on students' speaking skill and speaking anxiety. It was based on calculation showed that the significant value was higher than alpha ($0.810 > 0.05$).</p>	<p>menjawab rumusan masalah, dan hasilnya menampilkan bahwa (a) keterampilan berbicara dari kelas eksperimen menunjukkan nilai signifikan ($0.00 < 0.05$), itu artinya ada pengaruh signifikan dari diskusi kelompok kecil terhadap keterampilan berbicara mahasiswa; (b) kecemasan berbicara dari kelas eksperimen menunjukkan nilai signifikan ($0.00 < 0.05$), itu artinya ada pengaruh signifikan dari diskusi kelompok kecil terhadap kecemasan berbicara; (c) tidak ada perbedaan pengaruh antara keterampilan berbicara dan kecemasan berbicara, penggunaan diskusi kelompok kecil efektif pada keterampilan berbicara dan kecemasan berbicara. Itu berdasarkan pada perhitungan menampilkan nilai signifikan lebih tinggi dari alpha ($0.810 > 0.05$).</p>
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- 2) It is known that the accuracy value with the *inaccurate* category is only 18 (eighteen) abstract texts or about 60% namely abstract data UG1-UG3-UG4-UG5-UG7-UG8-UG10-UG11-UG12-UG13-UG14-UG16-UG18 -UG21- UG22- UG23- UG24- UG30 with an average value of 1.50-2.50: Abstract data no. UG1 from the second analysis of Rater from the level of accuracy with an average value of 1.00 terdapat there is a meaning that is less accurate or deviates from the target language.

There are some unclear sentences and grammatical errors that do not use past tense completely, for example the word 'recount' is not accurate with the target language, then the last two sentences of the paragraph do not have verbs and are not according to grammar rules.

Abstract data no. UG3 from the second rater assessment analysis with mean accuracy values that is 1.66 or less accurate there are cassettes that do not match the later translation of the grammatical structure mostly using the present tense, many V3 usage errors in passive voice and the use of present participle.

Abstract data no, UG 4 gets an average value of 1.58 or less accurate. In the abstract text data no. UG4 has a lot of mistakes in selecting the cassettes and sentence errors, for example *teacher student teacher = students*, thus affecting the accuracy of the text.

Abstract data no. UG5 with a mean value of 1.62 or less accurate there are sentences that use the present tense, the placement of the preposition is reversed, for example at' and/of 'in important sentences or phrases that appear in Indonesian but not found in English so that there is a deviation with the source language.

Abstract data no. UG7 got an average value of 1.62 or less accurate to have several sentences still using the present tense, error of placement to be *were* which was supposed to be *was* and there was an error in the placement of prepositional phrases which influenced abstract accuracy.

Abstract data no. UG18 has an average value of 1.93 or less accurate, there are errors in the structure of grammatical such as the use of tense, the use of prepositions that are wrong and errors in writing articles, adverbs such as: 'at' which should be 'of' then the word 'stating' should be 'stated' so that it affects the accuracy of the text.

Abstract data no. UG10 has an average value of 1.66 or less accurately there is a non-parallel phrase, there are only present tense and auxiliaries that are not needed in statement sentences and errors in the use of tense so that this abstract is less accurate.

Abstract data no. UG11 has an average value of 1.91 or less accurate, there are sentences still using the present tense, there are words that do not match the equivalent, for example the phrase *Vocabulary Self-Collection Strategy* in paragraphs 1,2, and 3 so that abstract data no. UG11 is less accurate.

Abstract data no. UG 13 with an average value of 1.91 'or less accurate there is a distorted sentence located in the third paragraph where English and Indonesian translations are not the same meaning.

Abstract data no. UG14 with an average value of 2.16 or less is accurate, there are some that need to be added and do not need to be added in the sentence, for example in the second paragraph. This is indicated that ... The words is does not need to be added. Although there are some structural errors of grammatical data no. UG14 has a

fairly good average value, namely 2.16 compared to other abstracts, although both are in the *less accurate* category.

Abstract data no. UG16 with an average value of 66 1.66 or less accurate there is a discrepancy between SL and TL in the results and errors in grammatical for example *Students* which should be translated as *students* but *students* so that there is a lack of accuracy in this abstract.

Abstract data no. UG18 with an average value of 1.66 or less accurate, there are words from SL in paragraph 1 (one) that already have equivalents, but in TL it is not translated and grammatical errors in each paragraph affect accuracy.

Abstract data no. UG 22 has a rearata value of 1.66 or less accurate, there are many spelling errors in TL and some phrases that still surround both SL and TL so the results are less accurate.

Abstract data no. UG24 has a mean value of 1.58 or less accurate, there is a structure of grammatical SL said but TL is accurate and easy to understand so that there is a deviation of meaning and this abstract becomes less accurate.

Abstract data no. UG23 has an average value of 2.24 or less accurate. There are several grammatical errors in TL in the destination section which have the same meaning so that it seems to repeat.

Abstract data no.UG 30 has an average value of 2.16 or less accurate there is a meaning that TL is still not in accordance with SL in the first paragraph and the SL grammatical structure is still messy.

Thus, all data analysis or abstracts that have less accurate categories as described above have errors that are mostly the same, namely in the structure of both grammatical tense use, then there are some abstract texts that deviate from their meaning so that the value of text accuracy is categorized as *inaccurate*.

The following is an example of an abstract UG 30 text with a mean of 2.16 categories less accurate:

Prgrh	SL	TL
1	<p>Keywords: Cross Cultural Understanding and Communication</p> <p>This study was aimed at determining (1) How are the communication problems faced by a couple with the different nation in a family (2) What are the factor the influence wrong understanding.</p>	<p>Keywords: Pemahaman Lintas Budaya and Komunikasi</p> <p>Penelitian ini bertujuan untuk menentukan (1) Bagaimana masalah komunikasi yang dihadapi oleh pasangan yang berbeda negara dalam sebuah keluarga (2) Apa saja faktor yang mempengaruhi masalah tersebut.</p>
2	<p>The study was descriptive study with qualitativ approach to investigate the communication problems faced by a couple with the different nation in a family and to know the factor the influence wrong understanding. Data taken by using Observation and Interview. The data were taken from Couples With different Nation which living in Rungan Sari District of Bukit Batu Palangka Raya.</p>	<p>Penelitian ini merupakan penelitian deskriptif dengan pendekatan kualitatif untuk mengetahui permasalahan komunikasi yang dihadapi oleh pasangan yang berbeda negara dalam suatu keluarga dan untuk mengetahui faktor apa saja yang mempengaruhinya. Data diambil dengan menggunakan Observasi dan Wawancara. Data diambil dari Pasangan yang berbeda negara yang tinggal di Rungan Sari kecamatan Bukit Batu Palangka Raya</p>
3	<p>The results of this study show some of problems faced by couples with different nation based on the elments of culture and also additions that are also included in the elements of culture (1) Cross Cultural</p>	<p>Hasil dari peneltian ini menunjukan beberapa masalah yang di hadapai oleh pasangan yang berbeda negara berdasarkan bagian dari budaya dan juga tambahan-tambahan yang termasuk dalam bagian budaya, yaitu (1) Pemahaman Lintas Budaya pada</p>

Understanding on Social Domain (2) Cross Cultural Understanding on Language Domain (3) Cross Cultural Understanding on Values and Attitude (4) Cross Cultural Understanding on Communication Domain (5) Cross Cultural Understanding On Religion Domain (6) Food and Bevarage (7) Ethics and Education (8) Adjusment (9) Contradiction/Inconsisten (10) Norm and Cultur are Still Run (11) Conflict Resolution (12) Agreement. From each part of the culture as well as the additions from that part of the culture it is explained how the couple withn different nation faced communication problems and also what factors the influence wrong uderstanding.	Ranah Sosial (2) Pemahaman Lintas Budaya pada Ranah Bahasa (3) Pemahaman Lintas Budaya pada Ranah Nilai-nilai dan Sikap (4) Pemahaman Lintas Budaya pada Ranah Komunikasi (5) Pemahaman Lintas Budaya pada Ranah Agama (6) Makanan dan Minuman (7) Etika dan Edukasi (8) Penyesuain (9) Kontradiksi/ketidakonsistenan (10) Norma dan Budaya yang masih Berjalan (11) Penyelesaian Masalah (12) Persetujuan. Dari masing-masing bagian dalam budaya dan juga tambahan-tambahan dari bagian budaya tersebut dijelaskan bagaimana pasangan tersebut dalam menghadapi masalah komunikasi dan juga faktor apa saja yang mempengaruhinya.
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- 3) It is known that the level of accuracy with the category Not Accurate there are 10 (ten) abstract texts or 33.33% namely, UG2- UG6- UG9- UG17- UG19- UG20- UG25- UG26- UG28 and UG29. Abstract data no. UG 2 is categorized as inaccurate or with an average value of 1.41 there are important words or phrases that are not translated into Indonesian or vice versa. Then grammatical mistakes are many words that are wrong in writing so that the accuracy of the abstract text is *inaccurate*.

Abstract data no. UG16 has an average value of 1.25 or inaccurately there is an error in Indonesian translation or target language for example in the first paragraph of the word *reading*

questions = reading the question should be reading questions. So that there is a deviation of meaning that affects the level of accuracy and abstract including the category inaccurate.

Abstract data no. UG9 has an average value of 1.41 or is not accurate. This is because there are grammatical errors that should have been written past tense but written present tense and some words that bind so abstract no. UG9 inaccurate.

Abstract data no.UG17 has an average value of 1.41 or inaccurate because there are grammatical errors in the use of prepositions, then important information in the part of the result is not translated to TL so that it affects accuracy.

Abstract No UG19 data has an average value of 1.50 or not accurate. This is because some important information is not translated and the meaning of the text deviates from Tl. Meanwhile, abstract data no. UG20: 1.12, UG25: 1.37, UG26: 1.50, UG28: 1.08 and UG29: 1.00 or not accurately have the same error as UG19 namely, the deviation of meaning between SL and TL then the structure of grammatical does not use *past tense*.

Thus, all abstract text in the category Not Accurate there is a deviation of meaning besides this grammatical structure in the use of 'tense' and some sentences are not translated either in SL or TL.

b. Abstract Text Analysis based on Acceptance level

In this section, the quality of abstract text is based on the level of acceptance of the translation of the thesis abstract text in English. As an instrument to analyze data, the author uses a scoring system that starts from: '3' which mean accepting; Value of 2: Less Acceptable and 1 Value: ima No Acceptance. To find out the level of acceptability of the translation of thesis abstract text, the author involves 2 (two) rater namely translation lecturer and the author himself. Each rater provides an assessment of the data provided through the assessment indicator.

The results of the two rater assessments are then added and averaged. Furthermore, the mean value will be used as an instrument or measurement tool to describe the results of the translation of abstract text.

The assessment focused on three aspects of assessment namely grammatical structure, coherence, and cohesion text, they are:

Table 4.4
Assessment acceptability:

Acceptance Assessment	
1. Abstract Structure Assessment:	
<ul style="list-style-type: none"> Value 3 (three): Good, if the abstract text fully has an abstract structure as required by Owen D. Williamson above, namely: 1) introduction, 2) objectives, 3) methodology, 4) results, and 5) conclusions clearly / explicitly stated in each paragraph in sequence. Thus every good abstract text should consist of 5 (five paragraphs) which each paragraph represents an abstract structure only. Value 2 (two): Poor, if the abstract text has five abstract structures as mentioned above but not clearly stated (implicitly). And or every 	

abstract structure is not written separately per paragraph, but combined. This allows in one abstract text that should be written in five paragraphs, only written in four, three, two, or even one paragraph.

- Value of 1 (one): Not Good, if the abstract text does not have one or even more, than the five abstract structures that should be. In addition to abstract structures not written clearly / explicitly, and sequentially, each abstract structure is not written separately per paragraph, but combined.

2. Assessment of Text Cohesion

- Value 3 (three): Good, if the abstract text has 5 (five) abstract structures, each paragraph consists of a number of sentences that are fully supported by the suitability and accuracy in using lexical cohesion and / or grammatical cohesion (if necessary) as connectivity between sentences with one another.
- Value of 2 (two): Poor, if from five paragraphs that should be, there is one paragraph that is not good because of absence (which should be) and / or inaccuracy in applying lexical cohesion and / or grammatical cohesion.
- Value of 1 (one): Not Good, if the abstract text has only four abstract structures or even less. And or abstract text has five abstract / paragraph structures but there are two or more paragraphs that are not good due to inaccuracy and / or lack of lexical cohesion and or grammatical that should exist.

2 Text Coherence Assessment

- Value 3 (three): Good, if each paragraph in the abstract text only contains 1 (one) main idea (main idea) stated in the main sentence. While other sentences are explained / supportive of the main thoughts both directly and indirectly.
- Value of 2 (two): Not Good, if in an abstract text there is one paragraph (of the five paragraphs that should be) does not meet the requirements as stated in the points "a" above. And or every paragraph of abstract text has contained one main thought stated in the core sentence (main), but there are sentences or even a number of explanatory sentences that are not relevant to the main thought.
- Value of 1 (one): Not Good, if out of the five paragraphs there should be two or more paragraphs that do not meet the requirements as stated in point "a" above. And or in each paragraph of the abstract

text there is no clear principal thought. Or even in one paragraph there are more than one main thought.

As explained above, the instrument used to analyze the data is based on the results of the assessment carried out by the two raters with a range of 3-2-1 values. Tabulation (combining values, addition, and mean results) of the three aspects assessed.

The following mean values of the acceptances given by two raters can be seen in table 4.5 below:

Table 4.5
Overall Average Value (Rt 1 and 2) Level of Acceptance of Thesis Abstract Text

No. Data	Average Value of Acceptance of Thesis Abstract Text	
	Total	Rerata
UG 1	2.33	1.16
UG 2	2.00	1.00
UG 3	2.00	1.00
UG 4	2.00	1.00
UG5	3.32	1.66
UG 6	2.00	1.00
UG 7	3.66	1.83
UG 8	3.66	1.83
UG 9	2.66	1.33
UG 10	2.66	1.33
UG 11	2.00	1.00
UG 12	2.00	1.00
UG 13	2.00	1.00
UG 14	2.00	1.00
UG 15	2.66	1.33
UG 16	2.00	1.00
UG 17	2.00	1.00
UG 18	2.00	1.00
UG 19	2.00	1.00
UG 20	3.66	1.83
UG 21	2.00	1.00
UG 22	2.00	1.00
UG 23	2.00	1.00

UG 24	2.00	1.00
UG 25	2.00	1.00
UG 26	2.00	1.00
UG 27	2.00	1.00
UG 28	2.00	1.00
UG 29	2.00	1.00
UG 30	2.00	1.00

In connection with the findings in the field where the variance is quite numerous and varied, the authors interpret the assessment scale based on Nababan's translation quality assessment model, et al (2012) as follows:

No	Value	Category
1	2.51-3.00	Acceptable
2	1.51-2.50	Less Acceptable
3	1.00-1.50	Not Acceptable

Based on the grouping of the above values, then the classification, category, and mean percentage of the corresponding value by assessing the level of text readability can be seen in Table 4.6 below:

Table 4.6
Classification, Category, and Percentage of Average Value of Acceptance of Thesis Abstract Text Translation

Nilai	No. data	Amount	Percentage	Categories
2.51-3.00	-----	----	%	Acceptable
1.51-2.50	UG5- UG7- UG8	3	10 %	Less Acceptable
1.00-1.50	UG1- UG2- UG3- UG4-	27	90 %	Not

	UG6- UG9- UG10- UG11- UG12- UG13- UG14- UG15- UG16- UG17- UG18- UG19- UG20- UG21- UG22- UG23- UG24- UG25- UG26- UG27- UG28- UG29- UG30			Acceptable
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Based on table 4.6 above, there is no single data or abstract text whose level of acceptability has an average value of 1 2.51-3.00 with the category accepting.

Based on the findings and data analysis, the achievement of the highest mean value with respect to the level of acceptance of thesis abstract text is found in data no. UG5: 1.66, UG7: 1.83 and UG8: 1.83 that gets the category of 'Less Acceptable' with a percentage of 10% amounting to three (3) text of the abstract. While the lowest mean value was found in 27 (twenty-seven) abstract texts with a mean of 00 1.00 00 data no. UG2- UG3- UG4- UG6- UG11- UG12- UG13- UG14-UG16- UG17- UG18- UG19- UG21- UG22- UG23- UG24- UG25- UG26- UG27- UG28- UG29- UG30. Meanwhile, with a mean value of 1.16 is found in the abstract data no. UG1. Furthermore, the mean value of 1.33 is found in the abstract data no. UG9- UG10- UG

15 and UG 20 with a mean value: 1.00- 1.50 dominated by abstract text amounted to 27 (twenty-seven) or receive text abstract category not acceptable with a percentage of 90%.

The following are some examples of data or abstract texts that get the category less than and not acceptable:

(1) Examples of data or text that get the category 'Less Acceptable'

data no. UG7:

Prgrp	SL	TL
1	<p>Key words: <i>Effective, TPR method, Songs, and Learning Motivation</i></p> <p>This study is aimed at measuring the the Effect of TPR and Songs Towards Fifth Grader of MIS NU Vocabulary and Learning Motivation.</p>	<p>Kata kunci : <i>Efektif, TPR Method, Lagu, Motivasi Belajar</i></p> <p>Penelitian ini bertujuan untuk mengukur Pengaruh TPR Dan Lagu Terhadap kosakata dan Motivasi Belajar Kelas V Di MIS NU</p>
2	<p>The writer used quantitative approach with quasi-experimental design. The writer designed the lesson plan, conducted the treatment, observed the students' score by pre-test and post test. The population of the study were the fifth grade students at MIS NU Palangka Raya which consist of 68 students. The writer used clustering sampling in this study and took two classes, they were Vocabulary class B as control class and Vocabulary class A as experiment class. Then the writer used One-Way ANOVA to analyze the data and the result showed that there was signifcant differences among groups after doing the treatment with F_{value} was higher than F_{table} ($17.245 \geq 3.09$).</p>	<p>Penulis menggunakan pendekatan kuantitatif dengan desain kuasi eksperimental. Penulis merancang rencana pelajaran, melakukan perawatan, mengamati nilai siswa dengan pre-test dan post test. Populasi penelitian adalah siswa kelas lima MIS NU Palangka Raya yang terdiri dari 68 siswa. Penulis menggunakan cluster sampling dalam penelitian ini dan mengambil dua kelas, yaitu kelas kosakata B sebagai kelas kontrol dan kelas kosakata A sebagai kelas eksperimen. Kemudian penulis menggunakan ANOVA Satu Arah untuk menganalisis data dan hasilnya menunjukkan adanya perbedaan signifikan antara kelompok setelah melakukan perlakuan dengan F_{value} lebih</p>

		tinggi dari Ftabel ($17.245 > 3.09$).
3	The study showed result (a) Vocabulary of experiment class showed the significant value ($0.00 \text{ lower} \leq 0.05$). It meant that there was significant effect of TPR and songs towards vocabulary; (b) Learning motivation use of experiment class showed the significant value ($0.00 \text{ lower} \leq 0.05$). It meant that there was significant effect of TPR and songs towards students' vocabulary and learning motivation. (c) There is no different effect between vocabulary and learning motivation, the use of TPR and songs. It was based on the calculation showed that the significant value was higher than alpha ($0.07 \geq 0.05$).	Hasil penelitian menunjukkan hasil (a) Kosakata kelas eksperimen menunjukkan nilai signifikansi ($0,00 \text{ rendah} \leq 0,05$). Artinya ada pengaruh signifikan dari TPR dan lagu terhadap kosa kata; (b) Motivasi belajar menggunakan kelas eksperimen menunjukkan nilai signifikansi ($0.00 \text{ lebih rendah} \leq 0,05$). Artinya ada pengaruh signifikan dari TPR dan lagu terhadap kosa kata dan motivasi belajar siswa. (c) Tidak ada efek yang berbeda antara kosakata dan motivasi belajar, penggunaan TPR dan lagu. Berdasarkan hasil perhitungan menunjukkan bahwa nilai signifikan lebih tinggi dari alpha ($0,07 \geq 0,05$).
4	Finally, based on result above, the writer recommended that lecturer can be able to apply TPR and songs towards students' vocabulary and learning motivation. Considering of the study result, the use of vocabulary and learning motivation is effective because students' TPR and songs use was improved.	Akhirnya, berdasarkan hasil di atas, penulis merekomendasikan agar dosen dapat menerapkan TPR dan lagu-lagu terhadap kosa kata dan motivasi belajar siswa. Mengingat hasil penelitian, penggunaan kosakata dan motivasi belajar efektif karena penggunaan TPR dan lagu siswa meningkat

(2) Examples of data or text that get the category 'not acceptable' data no. UG 2:

Prgrh	SL	TL
1	This study was aimed investigating: (1) to investigate the factors students' speaking anxiety, (2) provide students strategy to overcome speaking anxiety of 6 th semester English Education Study Program in State Islamic Institute	Penelitian ini bertujuan untuk menginvestigasi: (1) menginvestigasi faktor kegelisahan berbicara bahasa Inggris, (2) menyatakan strategi mahasiswa dalam mengatasi kegelisahan berbicara bahasa

	of Palangka Raya.	inggris pada mahasiswa semester 6 jurusan bahasa Inggris di Institut Agama Islam Negeri Palangka Raya.
2	<p>This study used mix method design and explanatory sequential approach which is a procedure for collecting, analyzing and “mixing” both quantitative and qualitative data at some stage of the research process. The instruments were used the questionnaire (FLCAS) and interview (source of data). The questionnaire was used in quantitative data collected, the three domains that usually factors students’ speaking anxiety (communication apprehension, test anxiety, fear of negative evaluation). The data is analyzed using descriptive statistics (mean and standard deviation). Semi-structured interview was used in qualitative data collected and used descriptive qualitative analysis (audio tape and transcribe the interview). The participants this research used all students they are 68 students of 6th semester English Education in quantitative data. From qualitative data, the researcher used purposeful sampling and from each category in questionnaire (FLCAS) has taken 3 students high, moderate, and low from the quantitative result.</p>	<p>Penelitian ini menggunakan metode campuran dan penjelasan percontohan dalam pendekatan penelitian yang mana prosedur mengumpulkan, menganalisis, dan mencampurkan keduanya kuantitatif dan kualitatif data pada satu penelitian. Instrument yang digunakan adalah pertanyaan (FLCAS) dan interview (sumber data). Pertanyaan digunakan untuk data kuantitatif, terdiri dari tiga jenis yang biasanya menjadi faktor kegelisahan mahasiswa dalam berbicara bahasa inggris (ketakutan berkomunikasi, tes kegelisahan, ketakutan pada penilaian). Analisis data menggunakan deskripsi statistik (rata-rata dan standar deviasi). Pengumpulan pada qualitative data menggunakan semi-structured wawancara. Sampel pada penelitian ini adalah seluruh mahasiswa/i semester 6 jurusan bahasa Inggris yang berjumlah 68 mahasiswa/i untuk kuantitatif data. Sedangkan masing-masing 3 orang mahasiswa/i di ambil dari hasil kuantitatif data yang berada pada tinggi, sedang, dan rendah dalam kualitatif data.</p>
3	<p>The result of the data analysis showed in quantitative data that fear of negative evaluation received the highest faktors with mean (3.46), followed by communication apprehension (3.33), and the lowest mean test anxiety (3.27). The qualitative data is done using interview. The result findings that students’ have different strategy to</p>	<p>Hasil yang di tampilkan pada kuantitatif data bahwa ketakutan pada penelaian adalah faktor yang paling besar yang mempengaruhi kegelisan mahasiswa berbicara bahasa inggris dengan nilai rata-rata (3.46), di ikuti tes kegelisahan dengan nilai rata-rata (3.33), dan terakhir ketakutan berkomunikasi</p>

<p>overcome their speaking anxiety. Based on the data, they are two strategy they used which are students' strategy overcome speaking anxiety use mental effects and physical effects. Students' reported in mental effects includes relaxation and positive thinking and from physical effects students' reported they are used rehearsing and memorizing which focus on ability and study hard to get understanding. The students limited the strategy their used to overcome speaking anxiety is going to be performed, asking help from friends, giving mental support and believe themselves ability. What they can do has been stated taking a deep breath to build more confidence and not to worry making mistakes. Based on the result of the study, the writer suggests that the lecture teaching English specially in speaking skill giving the material more interesting, enjoyable, and fun class atmosphere in speaking class.</p> <p>Keywords: Anxiety, foreign language, speaking, strategy.</p>	<p>dengan nilai rata-rata (3.27). Wawancara di gunakan dalam data kualitatif. Hasilnya menunjukan bahwa mahasiswa dalam mengurangi kegelisahan berbicara menggunakan strategy yang berbeda. Berdasarkan wawancara, ada 2 strategy yang mereka gunakan yaitu, strategy mahasiswa mengurangi kegelisahan berbicara bahasa Inggris menggunakan pengaruh kejiwaan dan pengaruh jasmani. Mahasiswa beranggapan didalam pengaruh kejiwaan meliputi relaks (santai) dan berpikiran positif dan dari pengaruh jasmani meliputi berlatih mengingat yang berfokus pada kemampuan mereka di tunjukan dalam belajar yang giat. Para siswa membatasi strategi yang mereka gunakan untuk mengatasi kecemasan berbicara seperti, meminta pertolongan dari teman, memberikan dukungan mental dan kemampuan percaya diri. Apa yang mereka lakukan dalam mengurangi kegelisahan seperti menarik nafas dalam-dalam untuk bisa meningkatkan percaya diri dan tanpa memikirkan membuat kesalahan. Berdasarkan hasil, penulis memberi saran kepada para dosen dalam pembelajaran bahasa Inggris terutama dalam berbicara harus memberikan materi yang menarik, mengembirakan, dan tidak terlalu sulit sehingga tercipta suasana pembelajaran yang diinginkan.</p> <p>Kata kunci: kegelisahan, bahasa asing, berbicara, strategy.</p>
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c. Abstract Text Analysis based on the level of readability

In this section, the quality of abstract text is based on the level of readability of the translation of thesis abstract text in English. To analyze the data, researchers need instruments in the form of assessment indicators related to readability. In this case the author uses a scoring system starting from: Value 3 (three): which means the text read is easy to understand, Value 2: Somewhat difficult or poorly understood, and value 1: If the text being read is considered difficult to understand. Both raters provide data assessment through writing indicators. The results of the assessment are carried out per paragraph then added and averaged. Furthermore, this value will be used as a measuring tool or describe abstract quality based on the level of text readability.

The following is the average value of the readability given by the two raters can be seen in table 4.7 below:

Table 4.7
Classification, Categories, and Average Values Readability of Thesis Abstract Text

No. Data	Average	Categories
UG 1	1.83	less Understandable
UG 2	1.66	less Understandable
UG 3	1.99	less Understandable
UG 4	1.83	less Understandable
UG5	2.33	less Understandable
UG 6	2.25	less Understandable
UG 7	2.25	less Understandable

UG 8	2.37	less Understandable
UG 9	2.33	less Understandable
UG 10	2.00	less Understandable
UG 11	2.16	less Understandable
UG 12	2.25	less Understandable
UG 13	1.99	less Understandable
UG 14	2.16	less Understandable
UG 15	2.16	less Understandable
UG 16	2.00	less Understandable
UG 17	1.66	less Understandable
UG 18	1.99	less Understandable
UG 19	2.49	less Understandable
UG 20	1.75	less Understandable
UG 21	2.12	less Understandable
UG 22	1.83	less Understandable
UG 23	2.66	Easy to Understand
UG 24	1.83	less Understandable
UG 25	1.50	Difficult to Understand
UG 26	1.66	less Understandable
UG 27	3.00	Easy to Understand
UG 28	1.66	Difficult to Understand
UG 29	1.00	Difficult to Understand
UG 30	2.33	less Understandable

Based on Table 4.7 above, then the classification is done again in relation to the categories, values, mean and overall percentage in relation to the level of readability of the translation of thesis abstract text can be seen in table 4.8 below:

Table 4.8
Classification, Category, and Percentage of Average Readability Translation
Translation Thesis Abstract Text

Value	No. Data	Amount	Percentage	Categories
2.66- 3.00	UG 23-UG 27	2	6.66%	Easy to Understand
1.66- 2.65	UG1- UG2- UG3- UG4- UG5- UG6- UG7- UG8- UG9- UG10- UG11- UG12- UG13- UG14- UG15- UG16- UG17- UG18- UG19- UG20- UG21- UG22- UG24- UG26- UG30	25	83.33%	Less to Understandable
1.00- 1.65	UG25- UG28- UG29	3	10%	Difficult to Understand

After classification, in relation to the categories, grades mean and above percentages of the three assessment categories: 3 easy to understand, 2 less understandable, and 1 difficult to understand. Of the 30 (thirty) abstract texts only 2 (two) easily understood categories or 6.66% percentage ie data asbtrak no. UG23; 2.66 and data no. UG 27: 3.00 means that in the text there is not a single difficult word or phrase.

Meanwhile, the category for the level of readability of asbtract text which categorized as less understood or the percentage of 83.33% is that there are 25 abstracts with data no. UG1- UG2- UG3- UG4- UG5- UG6- UG7- UG8- UG9- UG10- UG11- UG12- UG13- UG14- UG15- UG16- UG17- UG18- UG19- UG16- UG17- UG18- UG19- UG20- UG21- UG22- UG24- UG26- UG21- UG22- UG24- UG26- UG30

means there are at least 1 (one) or 2 (two) words or phrases that are not understood.

Furthermore, for categories difficult to understand or a percentage of 10% there are 3 (three) abstract texts with data no. UG25-UG28 and UG29 which means that these three abstract texts have 2 more than (two) words or phrases that are not understood.

The following are some examples of abstract texts that get an assessment with categorized easy to understand, less understandable, and difficult to understand.

1) Abstract examples that are easy to understand data no. UG23:

Prgrh	SL	TL
1	<p>Key words: Cross Cultural Understanding, Communication</p> <p>The communication is an exchanging information process from communicator to receiver. The process could be done by using symbols which have deep meaning and being able to be understood by both of communicators and receivers. The communication are going to be effective if there appears good interpersonal communication among communicators to receivers as the result of good communication building. The principle purpose of the study was to investigate some problems as follows: (1) How are the communication problems faced by Thai students living at Ma'had Al-Jami'ah IAIN</p>	<p>Key words: Pemahaman silang budaya, Komunikasi</p> <p>Komunikasi adalah sebuah process pertukaran informasi dari pembicara kepada penerima. Proses itu dapat dilakukan dengan menggunakan simbol-simbol yang mempunyai makna yang dalam dan dapat dipahami oleh keduanya baik pembicara maupun penerima. Komunikasi itu akan menjadi efektif jika terbangunnya komunikasi interpersonal yang baik antara dua belah pihak yang terlibat dalam komunikasi itu. Tujuan dasar dari penelitian ini adalah untuk menyelidiki beberapa masalah seperti: (1) Bagaimanakah masalah komunikasi yang dihadapi mahasiswa Thailand yang tinggal di Ma'had Al-Jami'ah IAIN Palangka Raya ? (2) Bagaimanakah strategi dalam menghadapi masalah</p>

	<p>Palangka Raya ? (2) How are the strategies of facing those problems? Because of that, the purpose of this study were (a) To analyze the communication problems faced by Thai students studying language at Ma'had Al-Jami'ah IAIN Palangka Raya (b) To analyze how are the strategies used by Thai students to face those problems.</p>	<p>komunikasi itu? Oleh karena itu, tujuan dari penelitian ini adalah (a) untuk menganalisa masalah komunikasi yang dihadapi oleh mahasiswa Thailand yang tinggal di Ma'had Al-Jami'ah IAIN Palangka Raya (b) Untuk menganalisa bagaimana strategy yang digunakan oleh Mahasiswa Thailand dalam menghadapi masalah komunikasi itu.</p>
2	<p>In this study, the researcher used qualitative approach and applied case study as the design of the study to answer the research problems. The subjects of the study were nine Thai students of IAIN Palangka Raya. Observation and interview were used to collect the data. Data collection, data reduction, data display and conclusion were applied to analyze the data of the study.</p>	<p>Pada penelitian ini, peneliti menggunakan pendekatan kualitatif dan menerapkan studi kasus sebagai desain dari penelitian ini untuk menjawab pertanyaan penelitian. Subjek dari penelitian ini adalah sembilan mahasiswa Thailand IAIN Palangka Raya. Observasi and interview digunakan untuk memperoleh data. Mengumpulkan data, menyeleksi data, memaparkan data dan menyimpulkan data dilakukan peneliti untuk analisa data penelitian.</p>
3	<p>The main research finding of the study of the communication problems faced by Thai students living at Ma'had Al-Jami'ah IAIN Palangka Raya were language communication, perception, dress code, norma and value. The strategies of facing those problems, Thai students did some approaches such as following Bahasa Indonesia Course, asking their local students, and being open and tolerant to the new environment.</p>	<p>Temuan penelitian dari masalah komunikasi yang dihadapi oleh mahasiswa Thailand yang tinggal di Ma'had Al-Jami'ah IAIN Palangka Raya meliputi masalah bahasa, persepsi, pakaian, norma dan nilai. Strategy dalam menghadapi masalah komunikasi itu, mahasiswa Thailand melakukan beberapa pendekatan seperti mengikuti pelatihan berbahasa Indonesia, bertanya kepada teman Indonesia, dan bersikap terbuka dan toleran terhadap lingkungan baru</p>

2) Abstract examples that are less understood data no. UG22:

Prgrh	SL	TL
1	<p>Key words: grammar discovery technique, students' passive voice mastery, passive voice</p> <p>This study was aimed at finding out the effect of grammar discovery technique on students' passive voice mastery at MA Muslimat NU Palangka Raya in academic year 2017/2018. The population of this study was all of the eleventh grade students which consist of 88 students. The samples of this study were: XI-IPA as experimental group which consists of 44 students and XI-IPS as control group which consists of 44 students as well. Experimental group was taught passive voice by using grammar discovery technique whereas control group was taught by using grammar translation method. The researcher gave pre-test, treatment, and post-test to collect the data and used t-test formula to examine the hypothesis.</p>	<p>Kata Kunci: teknik grammar discovery, penguasaan kalimat pasif siswa, kalimat pasif</p> <p>Penelitian ini bertujuan untuk mengukur pengaruh teknik grammar discovery pada penguasaan kalimat passive voice siswa di MA muslimat NU palangka Raya pada tahun ajaran 2017/2018. Pupulasi penelitian ini adalah seluruh siswa kelas sebelas yang berjumlah 88 siswa. Sample penelitian ini adalah: XI-IPA sebagai kelompok eksperimen yang terdiri dari 44 siswa dan XI-IPS sebagai kelompok control yang terdiri dari 44 siswa juga. Kelompok eksperimen diajarkan kalimat pasif menggunakan teknik grammar discovery sedangkan kelompok control diajarkan menggunakan metode grammar translation. Peneliti memberikan pre-test, perlakuan, and post-test untuk mengumpulkan data dan menggunakan t-test untuk menguji hipotesis.</p>
2	<p>This study was quasi-experimental study with quantitative approach, where the researcher used nonrandomized control group, pre-test post-test design.</p> <p>The instrument of this study was test. For test drive the instrument, it was used: instrument validity, instrument reliability, discrimination power, index of difficulty, and distractor analysis. To analyze</p>	<p>Penelitian ini adalah penelitian kuasi ekperiment dengan pendekatan kuantitatif, dimana peneliti menggunakan desain pra uji pasca uji, tidak mengacak kelompok kontrol. Untuk pengumpulan data digunakan instrument yaitu tes. Untuk menguji instrument digunakan: tes validitas, tes reliabilitas, daya beda, tingkat kesukaran, dan analisis pengecoh. Untuk menganilisi data, digunkan teknik antara lain: tes normality, tes</p>

	the data, it was through the same techniques: normality test, homogeneity test, and testing hypothesis.	homogeniti, dan tes hipotesis.
3	The result of t-test using manual calculation showed that t_{observed} was higher than t_{table} at 5% and 1% significant level ($1.988 < 3.456 > 2.634$). It meant H_a was accepted and H_o was rejected. This finding indicated there is a significant effect of grammar discovery technique on students' passive voice mastery of the eleventh grade at MA Muslimat NU Palangka Raya.	Hasil penelitian ini menunjukkan bahwa t_{hitung} lebih tinggi dari pada t_{table} pada taraf signifikansi 5% dan 1% ($1.988 < 3.456 > 2.634$). Berarti H_a diterima dan H_o ditolak. Hasil inimenandakan bahwa ada pengaruh teknik grammar discovery pada penguasaan kalimat pasif siswa di MA muslimat NU Palangka Raya.

3) Abstract examples that are dipahami difficult to understand 'data no. UG28:

Prgrh	SL	TL
1	<p>Key words: Needs analysis, speaking skill</p> <p>This study deals with a needs analysis. Needs analysis is used to collect the information to satisfy the language learning. It can be from the lacks, target, and wants of the students in this case in English speaking. This study is aimed to know the students' needs in English speaking for everyday communication at second semester of English study program at IAIN Palangka Raya.</p>	<p>Kata Kunci: Analisis kebutuhan, keahlian berbicara</p> <p>Penelitian ini berhubungan dengan analisis kebutuhan. Analisis kebutuuhan digunakan untuk mengumpulkan informasi tentang kebutuhan belajar bahasa. Hal ini bisa didapatkan dari kekurangan, target, dan keinginan dalam berbicara bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui kebutuhan mahasiswa semester dua program studi bahasa Inggris IAIN Palangka Raya dalam berbicara bahasa Inggris sehari-hari.</p>
2	<p>The type of this research is qualitative. The data is taken from the questionnaire, interview, and analysis of videos speaking. The questionnaire is distributed to the 24 students at second semester, the interview data and</p>	<p>Jenis dari penelitian ini adalah kualitatif. Data dari penelitian ini didapat dari angket, interview, dan analisis video. Angket dibagikan kepada 24 mahasiswa semester dua, data interview dan video diperoleh dari dosen pengampu mata kuliah</p>

	videos were from the lecturer.	tersebut.
3	<p>The research findings show that from the lacks: a. the students often have trouble in oral presentation, b. the student's low vocabulary mastery, c. there were some mistakes in their grammar, d. the students were often afraid to speak because they were worried about making mistakes, from the necessities; a. the students have to learn how to communicate on the level of everyday communication, b. the students are able to pronounce the words correctly, the students are able to apply the proper grammar in communication, from the wants; a. the students will use English speaking for higher education, b. the students strongly disagree with the opinion of removing the course from university curriculum, c. they thought bad English proficiency determine a bad effect on the academic performance, d. they like pair or group or project, e. they prefer for working in pair or groups, and f. the students want the teacher as the facilitator and guide.</p>	<p>Hasil dari penelitian ini menunjukkan dari aspek kekurangan; a. mahasiswa memiliki masalah dalam presentasi, b. mahasiswa kurang dalam menguasai kosa kata, c. beberapa kesalahan dalam grammar, d. takut untuk berbicara, dari target didapatkan; a.mahasiswa bisa berkomunikasi sehari-hari, b. bisa menggunakan bahasa Inggris dengan benar, c. bisa mengucapkan kosakata dengan benar sesuai dengan tata bahasa, dari keinginan di peroleh; a. mahasiswa belajar bahasa Inggris untuk pendidikan lebih tinggi, b. mahasiswa tidak setuju dengan penghapusan mata kuliah tersebut, c. mereka berpendapat bahwa ketidakcakapan dalam berbahasa akan berdampak pada hasil akademisnya, d. mahasiswa menyukai grup, e. mahasiswa lebih suka belajar berpasangan atau dalam grup, f. mahasiswa menginginkan guru sebagai fasilitator dan pembimbing</p>

Table 4. 9
Differences in Abstract Structure and Number of Paragraphs

No. Data	Structure Abstract	Total Paragraphs
UG 1	Aims, Method, Result, Sugestion	3
UG 2	Aims, Method, Result	3
UG 3	Introduction, Aims, Method, Result	3
UG 4	Aims, Method, Result	3
UG5	Aims, Method, Result, Sugestion	4
UG 6	Aims, Method, Result, Conclusion	2
UG 7	Aims, Method, Result, Sugestion	4

UG 8	Aims, Method, Result, Sugestion	4
UG 9	Aims, Method, Result	3
UG 10	Aims, Method, Result	3
UG 11	Introduction, Aims, Method, Result, Conclusion	3
UG 12	Introduction, Aims, Method, Result	3
UG 13	Aims, Method, Conclusion	3
UG 14	Aims, Method, Result, Sugestion	3
UG 15	Aims, Method, Result, Conclusion	3
UG 16	Introduction, Aims, Method, Result	3
UG 17	Aims, Method, Result	3
UG 18	Aims, Method, Result	3
UG 19	Aims, Method, Result, Conclusion	3
UG 20	Introduction, Aims, Method, Result, Conclusion	2
UG 21	Aims, Method, Result	4
UG 22	Aims, Method, Result	3
UG 23	Introduction, Aims, Method, Result	3
UG 24	Aims, Method, Result	3
UG 25	Aims, Method, Result	4
UG 26	Aims, Method, Result	3
UG 27	Aims, Method, Result	3
UG 28	Aims, Method, Result	3
UG 29	Aims, Method, Result	3
UG 30	Aims, Method, Result, Conclusion	3

In connection with the table above, the relationship between abstract structure and abstract quality is related to accuracy, the acceptance of which is assessed from abstract structure, cohesion and coherent text and readability. The following table 4.10 below shows the end result of the average score of the translation quality of the thesis abstract for students majoring in English education:

Table 4. 10
Final Results Value of the Quality of the Translation Thesis 2013 class
year students who graduated in 2017 majoring in English education:
Accuracy, Acceptance and Readability

No. Data	Accuracy	Acceptability	Readability	Total/Average
UG 1	1.58	1.16	1.83	4.57/1.52
UG 2	1.41	1.00	1.66	4.07/1.35
UG 3	1.58	1.00	1.99	4.57/1.52
UG 4	1.58	1.00	1.83	4.41/1.47
UG5	1.74	1.66	2.33	5.73/1.91
UG 6	1.25	1.00	2.25	4.50/1.50
UG 7	1.87	1.83	2.25	5.95/1.98
UG 8	1.93	1.83	2.37	6.13/2.04
UG 9	1.41	1.33	2.33	5.07/1.69
UG 10	1.66	1.33	2.00	4.99/1.66
UG 11	1.91	1.00	2.16	5.07/1.69
UG 12	1.74	1.00	2.25	4.99/1.66
UG 13	1.91	1.00	1.99	4.90/1.63
UG 14	1.74	1.00	2.16	4.90/1.63
UG 15	1.75	1.33	2.16	5.24/1.74
UG 16	1.66	1.00	2.00	4.66/1.55
UG 17	1.41	1.00	1.66	4.07/1.35
UG 18	1.75	1.00	1.99	4.74/1.58
UG 19	1.50	1.00	2.49	4.99/1.66
UG 20	1.12	1.83	1.75	4.70/1.56
UG 21	1.68	1.00	2.12	4.80/1.60
UG 22	1.66	1.00	1.83	4.49/1.49
UG 23	2.24	1.00	2.66	5.90/1.96
UG 24	1.58	1.00	1.83	4.41/1.47
UG 25	1.37	1.00	1.50	3.87/1.29
UG 26	1.50	1.00	1.66	4.16/1.38
UG 27	2.66	1.00	3.00	6.66/2.22
UG 28	1.08	1.00	1.66	3.74/1.24
UG 29	1.00	1.00	1.00	3.00/1.00
UG 30	2.16	1.00	233	5.49/1.83
Total	49.43	35.46	61.04	144.77/48.25
Average	16.47	12.04	20.34	48.25/16.08

B. Discussion

This section discusses the findings of the abstract structure and the quality of the translation of the previous thesis abstract text. This discussion explains the relationship between abstract structure with the quality of the translation of thesis abstract text in terms of accuracy, acceptability, and readability of the text. The following will discuss the differences in abstract structure and the average value of the overall 30 (thirty) abstract text of the thesis majoring in English education at tables 4.9 and 4.10 above.

Based on the table 4.9 above, Abstract no. UG1 and UG 14 data have an abstract structure and the same number of paragraphs with abstract structure, namely Aims, Method, result and suggestion. In the abstract must fulfill the five good abstract criteria. According to Williamson (2007, p.227) said, “a good abstract text should include 6 (six) terms, namely: (1) motivation /introduction, is the reason why the problem is raised for research; (2) aims /objectives, ie issues raised, usually expressed in the formulation of problems, objectives and hypotheses; (3) methods/approaches, is methodologies or approaches used in analyzing existing data to obtain expected results; Result, the answer/findings on the formulation of the problem proposed, (5) Conclusion, namely the conclusion and implication of the findings / answers of the problem formulation (Chapter II, p. 29-30). However, Abstract no. Data from UG1 and UG14 include abstract text that has an abstract structure that is not good because less than the five abstract structures are good and only written in 3 paragraphs and suggestions are added in it.

Found 12 (twelve) abstract texts written in 3 paragraphs with the same abstract structure namely aims, method, results contained in the abstract no. Data UG2- UG4- UG9- UG10- UG17- UG18- UG22- UG24- UG26- UG27- UG28- UG29. The abstract text above includes abstract text with an abstract structure that is not good because it is less than the five good abstract structures. A good abstract has five abstract structures and is written in paragraphs for each structure.

Found 4 (four) abstract texts written in 3 paragraphs with the same abstract structure namely introduction, aims, method, and result. There is in abstract no. UG3- UG12- UG16 and UG23 data. Although these 4 abstract texts have 4 abstract structures approaching a good abstract structure but this abstract text does not have a conclusion and is written only 3 paragraphs. So the abstract text above includes abstract text is not good seen from the abstract structure.

Abstract No. Data UG15-UG19 and UG30 data have the same abstract structure that is aims, method, result and conclusion written in 3 paragraphs. These three abstract texts include abstracts that are not good because they do not meet the five abstract structures that are supposed to be and are only written in 3 paragraphs.

Abstract No. Data UG11 data is written in 3 paragraphs with abstract structure namely Introduction, aims, method, result and conclusion. Abstract no. UG11 data is abstract which is not good because it does not fulfill the five abstract structures that should be written and only written in 3 paragraphs.

Abstract No. UG13 data is written in 3 paragraphs with abstract structure namely aims, method and conclusion. Abstract UG13 only has 3 (three) abstract structures then only written in 3 paragraphs so that the quality of the abstract structure of UG 13 is abstract which is not good because it does not fulfill the five abstract structures that should be and only written 3 paragraphs.

Found 2 (two) abstract texts written in 2 paragraphs contained in abstract no. UG6 and UG20 data with different abstract structures. Abstract no. UG6 data is written in 2 paragraphs with abstract structure namely aims, method, result, and conclusion. While, abstract no. UG20 data is written in 2 paragraphs with abstract structure namely introduction, aims, method, result and conclusion. Abstract UG6 is categorized as abstract text with an abstract structure that is not good and only written in 2 paragraphs. Abstract UG20 has five good abstract structures, but only written in 2 paragraphs that affect the quality of abstract text. This is abstract no. UG20 data is categorized as 'not good'.

Furthermore, found abstract text written in 4 paragraphs found in no. Data from UG5-UG7 and UG8 with the same abstract structure namely aims, methods, results, and sugesstion. The three abstract texts include abstracts that are not good because they do not fulfill the five abstract structures that are supposed to be and are only written in 4 paragraphs. Found 2 (two) abstract texts written in 4 paragraphs with the same abstract aims, methods and results contained in abstracts no. UG21 and UG25 data.

Both abstract texts are categorized as abstract which is not good because it does not fulfill the five abstract structures that should be and only written 4 paragraphs.

From the above discussion, abstract writing is mainly on the abstract structure of 30 (thirty) abstract texts only 6.66% or 2 (two) abstract texts which are abstract with unfavorable or less acceptable then 28 (twenty eight) texts abstract or 93.33% included in the category of 'not good' or not acceptable because it is less than the five abstract structures that should be.

Abstract writing according to the thesis writing guidelines of the teacher training faculty majoring in English education is not explained how to write or describe abstract writing well in detail or clearly. However, only 4 abstract structures, namely introduction, aims, methods and results do not consist of five aspects mentioned by Williamson (2007, p.227). A good abstract is having 5 abstract structures, namely introduction, aims, method, result and conclusion, in which the five abstract structures must be coherent. Therefore, the abstract structure influences abstract quality in terms of acceptability.

Based on table 4.10 above it is known that in general the quality of thesis abstract text of 2013 class year students who graduated in 2017 majoring in English education from the level of accuracy, acceptance and legibility of the text after the overall final value is 1.60 which means the quality of abstract text including category' less good 'as from the results of field research.

In the previous section, the Accuracy of the text according to Sukimiryadi (2014, p. 39-40) states that 'Accuracy is very affected by the exact text.

Therefore accuracy is closely related to the correspondence of meaning between SL and TL. Thus the translated text is said to be accurate if the SL text message can be fully conveyed into TL (Chapter II, p. 35). The assessment of the quality of thesis abstract text from the level of accuracy according to the final score at table 4.10 is 64 1.64 which means that the quality of abstract text is categorized as 'less accurate' because most of the thesis abstract text means that it deviates from its meaning and there is a grammatical error in abstract text.

Abstract quality from the level of acceptability is one of the important parts to determine abstract quality where assessment is seen from abstract structure, cohesion and coherent text. After an abstract quality assessment from the acceptability level gets the final value of 1.20 or *berterima* not acceptable.

Furthermore, the overall final value of the level of readability gets a pretty good value, meaning that 30 (thirty) abstract texts written by students of 2013 who graduated in 2017 majoring in English education for the level of legibility got a score of 2.03 or 'still not understandable' because there are still one or two more words in each text that is difficult for the reader to understand. According to Nababan (2008, p. 72) stated that the low level of readability is not due to the number of words in the sentence, but it will be depended on the type of word used in the sentence (Chapter II, p. 51).

CHAPTER V

CONCLUSION AND SUGESSTION

Based on the findings, data analysis, and discussion that have been described in the previous section, this section provides conclusions and suggestions on the research conducted.

A. Conclusion

Based on the findings after data analysis and discussion, a number of important conclusions were made. As in the formulation of the problem of this research, there are 2 (two) problem formulations from this study, namely:

1. Writing format of abstract thesis structure and number of abstract structures written by undergraduated students TBI on 2017. Based on the number of paragraphs from 30 (thirty) texts of the abstracts studied it is known that; (1) there are 2 (two) abstract texts written in 2 (two) paragraphs or 6.66% with abstract structures of aims, methods, results, and conclusion,(2) The most are 23 (twenty-three) abstract texts or 76.66% which are written in three paragraphs with abstract structures namely aims, method, and result., then (3) there are 5 (five) abstract texts written in 4 (four) paragraphs or 16.66% with abstract structures namely aims, method, and result then the suggestions are added.

However, from a number of writing formats and a variety of abstract text written by 2013 English language students who graduated in 2017 are still categorized as 'not good'. As noted by Williamson (2007: 3) said Abstract structures should be complemented by what calls good coherence of text. Abstract should consist of 1) introduction, 2) aims, 3) methods, 4) results, 5) conclusions. Thus, a text is said to be good if the text indicates the existence of the whole meaning of a paragraph. to another, if the text is composed of more than one paragraph, that is, the whole meaning of a message in text will not have any text coherence. Abstracts that have the five categories are found in data no. UG 20 which has 5 (five) abstract structures that should be but not written with 5 (five) paragraphs but 2 (two) paragraphs so that the abstract text is data no. UG 20 is still categorized as not good.

2. Assessment of the quality of thesis abstract text based on the quality of the level of accuracy, acceptability and readability.
 - a. The assessments of the level of accuracy of thesis abstract texts after the data analyzed and discussion were obtained the final results were:
 - (a) found 2 (two) abstract texts that had a mean value of 2.51 - 3.00 'with the category accurate or 6.66% found in the abstract data no. UG15 and UG27. Abstracts that get the category of not good or 60% with an average value of 1.51-2.50 there are 18 (eighteen) texts abstract data no. UG1-UG3 UG4-UG5-UG7-UG8-UG10-UG11-UG12-UG13-UG14-UG16-UG18-UG21-UG22-UG16- UG18- UG21-

UG22-UG23-UG24- UG30. Furthermore, abstracts that get the category 'inaccurate' or 33.33% have 10 abstract texts data no. UG2 - UG6 - UG17 - UG19 - UG20 - UG25 - UG28 and UG29 with mean values of 00 1.00-1.50'

- b. Assessment of the level of acceptance of thesis abstract there are only 2 (two) categories, namely 'less acceptable and not acceptable; (2) Of the 30 (thirty) abstract texts, there are 3 (three) abstract texts or 10% which have an average value of 1.51-2.50. Abstract text which is categorized as 'less than acceptable' is data no. UG 5, UG 7, and UG8. (3) Next is data or abstract text which is stated as 'not acceptable', found 27 (twenty-seven) abstract texts or 90% found in data no. UG1- UG2- UG3- UG4- UG6- UG9- UG10- UG11- UG12- UG13- UG14- UG15- UG16- UG17- UG18- UG19- UG16- UG21- UG22- UG23- UG24- UG21- UG22- UG23- UG24- UG25- UG26- UG23- UG24- UG25- UG26- UG27- UG28- UG29- UG30.
- c. Rate thesis abstract text readability level based on an assessment by the two raters from data analysis, namely, there are 2 (two) text abstract or 6.66% with a category easily understood that the data no. UG 23 and UG 27 have an average value 2.66 to 3.00 which means two (2) the abstract text easily understood by the reader and not found words difficult. Abstract with a category kuramg understandable or 83. 33% of the data contained in the abstract no. UG1- UG2- UG3- UG4- UG5- UG6- UG7- UG8- UG9- UG10- UG11- UG12- UG13-

UG14- UG15- UG16- UG17- UG18- UG19- UG20- UG21- UG22- UG24- the UG30 UG26- has an average value of 1.66-2.65.

Furthermore, the text of the abstract stated category elusive or the 10% found in the text of the abstract data no. UG 25-UG 28 and UG 29 with a mean value 1.00- 1.65 because the abstract text there are words that are difficult to understand while also writing grammatically unfavorable effect on the level of understanding of the reader.

B. Suggestion

Based on the findings, analysis, discussion, and conclusions, and considering the importance of writing abstract texts in every other research and article writing, the following are a number of suggestions:

1. To universities especially to conduct socialization and / or coordination and the like to make standardization of writing good and right abstract texts. Need to be dissected or equated between writing abstract text research results written in thesis, dissertation, and articles published in journals, and other papers. With the implementation of standardization of writing or guidelines, it is expected that in the future there will be no more diversity in writing abstract texts. As far as researchers know, the format of abstract writing and structure used in almost every university is good for writing thesis abstracts, theses, dissertations and articles in journals that are different from one another.

2. It is recommended to (prospective) researchers to conduct further research in connection with the translation quality of the thesis abstract by involving the translator and adding the formulation of the problem related to the translation techniques used by the translator, and why the translator uses the technique.
3. It is better to write abstract text distinguished between abstract texts in theses, theses and dissertations, as well as papers / articles in journals. It is recommended either abstract text in thesis, dissertation, or articles / papers written in scientific journals, all must have 5 (five) abstract structures, namely introduction / background, research objectives, methodology, results / discussion, and conclusions, and still pay attention to the text coherence aspect. The difference is in terms of the number of words and the format of writing: For theses, theses and dissertations, it is recommended to write in 5 (five) paragraphs (according to the abstract structure) with as many as 450-600 words. As for articles / papers in journals, because they are usually limited to the number of words used, the abstract structure remains the same, which includes 5 (five) abstract structures (introduction, objectives, methodology, results / discussion, and conclusions, but the writing format is sufficiently written in 1 (one) paragraph, and the number is around 300-400 words.

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Appendix

1. Assessment Indicator for Accuracy, Acceptability and Readability

a. Assessment Indicator Is An Instrument For Obtaining Data Regarding The Accuracy.

Scale	Assessment Scale and Description
1	Inaccurate: The sentence message in the SL is not translated accurately or translated at all into TL or omitted.
2	Less accurate: SL sentence messages have not been accurately delivered into TL. For example, there are still a number of errors such as in terms of word selection, relationships between phrases, clauses, and other sentence elements. The actual translation is understandable but little revision is needed, for example by replacing the word inappropriately in the wording.
3	Accurate: The sentence message in SL has been accurately conveyed in TL so no repairs or revisions at all.
	Penilaian Struktur Gramatikal
	<ul style="list-style-type: none"> Value 3, if there is no overall abstract text in the abstract text structure (preferably related to the use of 'tense'); Values, if the abstract text contains errors ranging from 1-2 "tense"; and Value 1, if the abstract text contains more than 2 (two) "tense" errors.

Adopted Nababan (2012).

b. Assessment Indicator Is An Instrument Used For Obtaining Data In Relation To The Acceptability Of The Text.

Scale	Assessment Scale and Description
	Abstract Structure Assessment:
1	Value of 1 (one): Not Good, if the abstract text does not have one or even more, than the five abstract structures that should be. In addition to abstract structures not written clearly / explicitly, and sequentially, each abstract structure is not written separately per paragraph, but combined.
2	Value 2 (two): Poor, if the abstract text has five abstract structures as mentioned above but not clearly stated (implicitly). And or every abstract structure is not written separately per paragraph, but combined. This allows in one abstract text that should be written in five paragraphs, only written in four, three, two, or even one

	paragraph.
3	Value 3 (three): Good, if the abstract text fully has an abstract structure as required by Owen D. Williamson above, namely: 1) introduction, 2) objectives, 3) methodology, 4) results, and 5) conclusions clearly / explicitly mentioned in each paragraph in sequence. Thus every good abstract text should consist of 5 (five paragraphs) which each paragraph represents an abstract structure only.
Assessment of Text Cohesion	
1	Value of 1 (one): Not Good, if the abstract text only has four abstract structures or even less. And or abstract text has five abstract / paragraph structures but there are two or more paragraphs that are not good due to inaccuracy and / or lack of lexical cohesion and or grammatical that should exist.
2	Value 2 (two): Poor, if from five paragraphs that should be, there is one paragraph that is not good because of absence (which should be) and or inaccuracy in applying lexical cohesion and / or grammatical cohesion.
3	Value 3 (three): Well, if the abstract text has 5 (five) abstract structures, each paragraph consists of a number of sentences that are fully supported by the suitability and accuracy in using lexical cohesion and / or grammatical cohesion (if necessary) as the connection between sentence to one another.
Text Coherence Assessment	
1	Value of 1 (one): Not Good, if from five paragraphs there should be two or more paragraphs that do not meet the requirements as stated in point a above. And or in each paragraph of the abstract text there is no clear principal thought. Or even in one paragraph there are more than one main thought
2	Value 2 (two): Not Good, if in an abstract text there is one paragraph (of the five paragraphs that should be) does not meet the requirements as stated in point "a" above. And or every paragraph of abstract text has contained one main thought stated in the core sentence (main), but there are sentences or even a number of explanatory sentences that are not relevant to the main thought.
3	Value 3 (three): Good, if each paragraph in the abstract text only contains 1 (one) main idea (main idea) stated in the main sentence. While other sentences are explained / supportive of the main thoughts both directly and indirectly.

Adopted Nababan (2012)

- c. Assessment Indicator Is An Instrument Used To Collect Data Relating To the Level Of Text Readability.

Scale	Assessment Scale and Description
1	Hard to Understand, if the level of understanding of the text is less than 50%. (The translation is difficult for the reader to understand).
2	Somewhat Difficult / Less Understandable, if the level of understanding of the text is only about 60-70%. (Translation is understandable to the reader, but there are certain parts that need to be reread to be able to understand it well).
3	Easy to understand, if the reader can understand the text above 80%. (Words, phrases, technical terms, clauses, sentences or subtitles can be understood easily by the target reader).

Adopted Nababan (2012)



2. Format, Abstract Structure & Number of Paragraphs Each Thesis Abstract Text

No. Data	Introduction	Aims	Methodology	Result	Conclusion	Number of Paragraph
UG 1	-	√	√	√	-	3
UG 2	-	√	√	√	-	3
UG 3	√	√	√	√	-	3
UG 4	-	√	√	√	-	3
UG 5	-	√	√	√	-	4
UG 6	-	√	√	√	√	2
UG 7	-	√	√	√	-	4
UG 8	-	√	√	√	-	4
UG 9	-	√	√	√	-	3
UG 10	-	√	√	√	-	3
UG 11	√	√	√	√	√	3
UG 12	√	√	√	√	-	3
UG 13	√	√	√	-	√	3
UG 14	-	√	√	√	-	3
UG 15	-	√	√	√	√	3
UG 16	√	√	√	√	-	3
UG 17	-	√	√	√	-	3
UG 18	-	√	√	√	-	3
UG 19	-	√	√	√	-	3
UG 20	√	√	√	√	√	2
UG 21	-	√	√	√	-	4
UG 22	-	√	√	√	-	3
UG 23	√	√	√	√	-	3
UG 24	-	√	√	√	-	3
UG 25	-	√	√	√	-	4
UG 26	-	√	√	√	-	3
UG 27	-	√	√	√	√	3
UG 28	-	√	√	√	-	3
UG 29	-	√	√	√	-	3
UG 30	-	√	√	√	√	3
Deviation %	76,666 %	0 %	0 %	0 %	76,666 %	

3. Assessment Tabel: Accuracy and Readability of Translation Abstract Text Thesis

UG 27

Prgh	SL	TL	Accuracy			Structure Grammatical			Readability		
1	<p>Key words: small group discussion, speaking skill, speaking anxiety</p> <p>The purpose of this study were (a) to measure the effect of using small group discussion on students' speaking skill; (b) to measure the effect of using small group discussion on students speaking anxiety; (c) to measure the effect of using small group discussion on students speaking skill and speaking anxiety.</p>	<p>Kata Kunci:diskusi kelompok kecil, keterampilan berbicara, kecemasan berbicara Tujuan dari penelitian ini adalah (a) untuk mengukur efek dari penggunaan diskusi kelompok kecil pada keterampilan berbicara mahasiswa; (b) untuk mengukur efek dari penggunaan diskusi kelompok kecil pada kecemasan berbicara mahasiswa; (c) untuk mengukur efek dari penggunaan diskusi kelompok kecil pada keterampilan berbicara dan kecemasan berbicara mahasiswa.</p>	3	2	1	3	2	1	3	2	1
2	<p>The researcher used quantitative approach with quasi-experimental design. The population of the study were the</p>	<p>Peneliti menggunakan pendekatan kuantitatif dengan desain eksperimen semu. Populasi dari penelitian adalah mahasiswa semester tiga dari program studi Bahasa</p>	3	2	1	3	2	1	3	2	1

	third semester students of English Education Study program at IAIN Palangka Raya. The researcher used clustering sampling and took two classes; they were speaking class A as control class and speaking class B as experimental class. Before doing the treatment, the students in experimental class were given the pretest. Then, the students taught by using small group discussion technique. At the end of the treatment, the students were given a posttest. To examine the hypothesis, One-Way ANOVA was used to analyze the data.	Ingggris di IAIN Palangka Raya. Peneliti menggunakan clustering sampling dan mengambil dua kelas; yaitu speaking kelas A sebagai kelas kontrol dan kelas speaking B sebagai kelas eksperimen. Sebelum melakukan percobaan, mahasiswa dikelas eksperimen diberikan pretest. Kemudian, diajarkan menggunakan teknik diskusi kelompok kecil. Diakhir percobaan, mahasiswa diberikan posttest. Untuk menguji hipotesis, ANOVA satu arah digunakan untuk menganalisis data.									
3	The result of data analysis was in multivariate test, F_{value} was 5.085 and F_{table} was 3.22, F_{value} was higher than F_{table} ($5.085 > 3.22$), and with significant	Hasil dari analisis di multivariat test, F_{nilai} adalah 5.085 dan F_{tabel} adalah 3.22, F_{nilai} lebih tinggi dari F_{tabel} ($5.085 > 3.22$), dan dengan level signifikan lebih rendah dari alpha (α) ($0.004 < 0.05$). itu	3	2	1	3	2	1	3	2	1

[illegible]

4. Assessment Tabel: (Structure Abstract, Coherence Text, & Cohesion Text) of Translation Abstract Text Thesis

Aspect				Total	Deviation
	Structure Abstract	Coherence Text	Cohesion Text		
Value	3	3	3		
	2	2	2		
	1	1	1		

Note:

Paragraph

1.

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